

**An Assessment of Nova Southeastern University Fall Term 2004 Course Section Grades:  
Selected Off Campus Sites v. Campus-Based**

**Thomas W. MacFarland**  
**Senior Research Associate**

**Nova Southeastern University**  
**Research, Planning, and Governmental Affairs**

**Report 06-09**

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**EXECUTIVE SUMMARY**

Nova Southeastern University was an early innovator of distance education for postsecondary adult learners, with the 1972 introduction of a field-based doctoral program in Educational Leadership. This non-traditional program format was readily accepted by students and other distance education programs were soon added to the overall program of studies offered by the University.

As the use of distance education grew, the University has also invested considerable time and resources to research this area. Following along with a wide variety of prior reports addressing this area, the purpose of this study was to empirically examine distance education learning outcomes and to determine if there was a statistically significant difference ( $p \leq 0.05$ ) in grades between site-based students at selected locations and campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004.

This study was based on analyses of a Fall Term 2004 grades dataset that was provided to Research, Planning, and Governmental Affairs by programming staff in the University's Office of Information Technologies and Digital Media. The focus was on a comparison of Fall Term 2004 grades between campus-based students and distance education students at selected sites. It was assumed that there was commonality in terms of learning resource materials, instruction, and subsequently student learning outcomes and end-of-term grades.

The findings from this study provide strong evidence that for undergraduate-level and graduate-level students, there is a general level of parity in the grades earned by site-based distance education students and their campus-based counterparts. Overall, for students at these two degree levels, distance education students did as well as campus-based students. There were a few sites where distance education students had grades that were not at the same level as campus-based students, but this finding was then countered by a few other sites where distance education students had grades that were higher than campus-based students

The same finding can not be made, however, for the two sites that offered instruction to professional-level students. For these two sites, professional-level students had grades that did not meet the level of grades earned by campus-based students. However, it should be reminded that this study compared campus-based to site-based professional-level grades at only two sites.

Further, at one site the difference, although statistically significant, raised the issue of practical significance.

The University has provided distance education opportunities for adult learners for more than 30 years. Along with the many prior studies prepared by research staff at the University as well as the general literature, this study provides additional evidence that distance education is an appropriate learning modality and that the grades of distance education students are generally in parity with the grades of campus-based students.

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## **BACKGROUND**

### Distance Education at Nova Southeastern University

Distance education has received a fair degree of public attention in the last few years, as the Internet has been used to both advertise and support a variety of computer-mediated learning platforms. Other technologies in support of distance education were employed, however, prior to the recent large scale public use of the Internet. Non-print media such as film and audio were used extensively to support distance education, soon after these media also became available to the public, such as the use of film for correspondence in the early 1900s and the use of radio beginning in the 1920s. Varvel (2006) identified how the first documented use of formalized distance education in the United States occurred in 1728, when the Colonial postal system was used by Caleb Phillipps to teach shorthand to those who resided away from Boston, Massachusetts.

Distance education was used for the first time at Nova Southeastern University in 1972, when the Educational Leadership doctoral program was organized into a field-based format. As this distance education program was structured, groups of typically 20 or more students in geographic proximity met at selected locations throughout Florida and other states one Saturday each month, for ten months a year, and for one entire week during Summer Institute. In this format, faculty traveled to these locations instead of expecting students to give up their careers to travel to campus. Enrollment grew rapidly and the field-based doctoral program in Educational Leadership was soon followed by the field-based doctoral program in Community College Education (later, Higher Education) and other graduate-level programs at the University.

In the 1970s, the University was an early innovator of distance education. Distance education has now reached such wide-spread acceptance that the federal government conducted a broad survey (Nova Southeastern University participated in this survey) of this learning modality, to gain a better sense of how it is practiced and to what degree. As presented by Waits and Lewis (2003), 56 percent of all 2-year and 4-year Title IV-eligible degree-granting institutions offered distance education courses during the 2000-2001 academic year. Further, Waits and Lewis (2003) reported that the Internet was the most frequently used instructional medium, being used by 90 percent of all institutions that offered distance education courses.

Research into the efficacy of distance education (at the composite level, by place of class instruction, and by online modalities) has received considerable attention at Nova Southeastern University. MacFarland (1996) identified how distance education is the only means by which many adult learners can pursue postsecondary education and then provided a summary of the many different forms of technology used by the University to support distance education for adult learners, including: air travel, computer-mediated communication, audio teleconferencing, and video teleconferencing. MacFarland (1998f), in a comprehensive study of University-wide grades, comparing grades of distance education students to the grades of campus-based students, determined that distance education students had a statistically significant ( $p \leq 0.05$ ) greater frequency of successful grades, compared to the grades of their campus-based counterparts.



In a study of the University's Florida-based students, Lendi (2006) compared the cumulative grade point averages of Broward County students to distance education counterparts in Jacksonville, Kendall (Miami-Dade County), Orlando, Tampa, and West Palm Beach. Lendi (2006) determined that in the majority of cases, differences in cumulative grade point averages between Broward County students and distance education students did not exist.

Lendi (2005) also compared cumulative grade point averages of the University's Broward County and Miami-Dade County students to distance education counterparts at international locations. In parity with the finding of Florida-based students, Lendi (2005) determined that in the majority of cases, differences in cumulative grade point averages between Broward County and Miami-Dade County students and distance education students at international locations did not exist.

In a further study of distance education at the University, Rudawsky (2006) focused on a comparison of traditional measures for classroom-based students and their counterparts enrolled in an online format. In this study, Rudawsky (2006) determined that students in both groups experienced similar outcomes in terms of student achievement and retention.

These findings, although localized for Nova Southeastern University, are generally in parity with the literature. Indeed, the literature on distance education and comparisons of distance education to face to face courses has been summarized and regularly updated by Thomas Russell:

Mr. Russell collected research studies addressing this question from as far back as 1928. The studies included in his collection involve a wide array of distance delivery modes including correspondence (printed materials sent out to students), radio, television, video, and online. Mr. Russell found that an overwhelming number of studies showed that when the course materials and teaching methodology were held constant, there were *no significant differences* (NSD) between student outcomes in a distance delivery course as compared to a face to face course. In other words, student outcomes in distance delivery courses were neither worse nor better than those in face to face courses. Mr. Russell referred to this collection of results as the "No Significant Difference Phenomenon", thus coining the now-common identifier phrase for this body of literature. (WCET: *No Significant Difference Phenomenon Website*, 2006, ¶ 3)

It should be mentioned, however, that there are those who do not agree with the general theme of comparing student learning outcomes by either course location or course modality. Shearer (2005) would go beyond measurement of a criterion variable such as course grade or grade point average and instead discussed the value of the face to face learning environment as compared to the value of learning at a distance. In a meta-analysis of published reports comparing technology-based instruction to traditional instruction, Joy and Garcia (2000) identified several problems relating to equivalency, citing examples of how students in technology-based courses experienced treatments that were not offered to their traditional counterparts. It was suggested that these unequal treatments may have accounted for the findings of parity or even increased

performance by students in technology-based courses as compared to the performance of students in traditional courses.

### Purpose of This Study

The purpose of this study was to empirically examine distance education learning outcomes and to determine if there was a statistically significant difference ( $p \leq 0.05$ ) in grades between site-based students at selected locations and campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004. This study largely replicated MacFarland (1998a), MacFarland (1998b), MacFarland (1998c), MacFarland (1998d), MacFarland (1998e), MacFarland (1998f), and MacFarland (1998g).

### Assumptions and Limitations

In some programs at the University, one current course syllabus and only one current course syllabus is used for each course section, regardless of course section location, course section modality, or course section instructor. Typically, the course syllabus is prepared by a lead full-time faculty member and approved by a curriculum committee. All faculty members, both full-time faculty and adjunct faculty, teaching a course offered in multiple sections use the same syllabus. Students are directed to access a common Web site to obtain the course syllabus. Rubrics are used to guide the preparation and grading of each assignment. Standard scales are used to assign end-of-term grades. This type of curricular format provides a highly centralized, transparent, and generally common curriculum for all students.

In other programs at the University, processes that are less centralized are used to provide curricular materials to faculty and students. Although these programs may not have the same level of formal structure as the prior example, there are still many means by which commonality is addressed for courses with multiple course sections. Typically, assigned faculty and administrators are charged with oversight and review of curricular materials and instruction.

For the purpose of this study, it is assumed that there is commonality in learning outcomes, assessment practices, grading scales, etc. when individual courses are offered in multiple course sections, both to campus-based students and students at off-campus sites. It is further assumed that there is commonality in instruction between full-time faculty and adjunct faculty and that faculty employment status has no impact on either learning outcomes or grades.

This study was structured to compare the grades of campus-based students and students at selected off-campus sites. At some larger sites (e.g., Orlando, Florida), a wide variety of academic programs and courses were offered, allowing a broad comparison of off-campus grades to campus-based grades. At the smaller sites (e.g., Danville, Virginia), there were fewer academic programs and courses offered, limiting a broad comparison of off-campus grades to campus-based grades.

Faculty status was not examined when comparisons between grades in campus-based course sections were made to grades in off-campus course sections. As such, a further limitation of this study is that there have been no breakout comparisons of grades by location (campus-based instruction v. site-based instruction) and by faculty status (full-time faculty v. adjunct faculty).

## METHODS

This study was based on analyses of a Fall Term 2004 grades dataset that was provided to Research, Planning, and Governmental Affairs by programming staff in the University's Office of Information Technologies and Digital Media. The initial programming request provided a framework for additional iterations, until the dataset was put into final form during May 2006.

The dataset was prepared at the level of the student, not at the level of the course section. This design was used to allow for future unplanned analyses of students and not only course sections. As the dataset was finally organized it consisted of one case for each student registration and identified pertinent information for the student and the course section. The final dataset consisted of all (more than 73,000) Fall Term 2004 course registrations, representing the enrollment of nearly 24,000 students, for a mean of approximately three Fall Term 2004 course registrations per student.

The sites identified for inclusion in this dataset were based on the January 2006 *Recommended Schedules for the SACS On-Site Committee Visits to NSU Off-Campus Locations*. Using this report as a guide, Fall Term 2004 campus-based (Broward County and Miami-Dade County<sup>1</sup>) grades were compared to grades at the following selected sites:

- Bahamas
- Jacksonville, Florida
- Orlando, Florida
- Tampa, Florida
- West Palm Beach, Florida
- Atlanta, Georgia
- Macon, Georgia
- Las Vegas, Nevada
- Bucks County, Pennsylvania
- King of Prussia, Pennsylvania
- Philadelphia, Pennsylvania
- Ponce, Puerto Rico
- Danville, Virginia

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<sup>1</sup> The University's Main Campus is in Davie (Broward County), Florida. The University also has an East Campus in Fort Lauderdale (Broward County), Florida, an Oceanographic Center in Dania Beach (Broward County), Florida, and an additional campus in North Miami Beach (Miami-Dade County), Florida. By agreement with the Southern Association of Colleges and Schools, all instruction at the multiple campuses in Broward County and Miami-Dade County is considered campus-based.

- Northern Virginia, Virginia
- Potomac, Virginia
- Tidewater, Virginia

From the population of all Fall Term 2004 Nova Southeastern University students enrolled in one or more course sections, the course section *Campus* code was used to select the specific courses sections used in this study. Individual *Cluster* codes, assigned to students, were not used. That is to say:

- Each student is assigned a *Cluster* code at first registration. Typically, the *Cluster* code identifies geographic location and proximity to either the Main campus or off-campus sites. As an example, a student who resides in Kissimmee, Florida, will likely have Orlando, Florida as their assigned *Cluster* code.
- However, this same student may possibly enroll in three separate courses sections during a given term and due to scheduling and availability, it is possible that that one course section is an evening class at Orlando, Florida, another course section is a Saturday afternoon class at Tampa, Florida, and the third course section is offered online through the use of WebCT.

Because a student has one and only one *Cluster* code, the student's *Cluster* code would not accommodate the information needs of this study. Accordingly, unique course section *Campus* codes were used for this study, to accommodate the need to have an accurate and inclusive tally of all enrollments in the selected off-campus sites.

Once the parameters for the dataset were defined, the methodology for these comparisons replicated the previously identified series of 1998 reports from the Office of Research, Planning, and Governmental Affairs:

- For courses that were graded with letter grades, grades were collapsed into A, B, C, Pass v. All Other Grades.
- For courses that were graded with numeric grades, grades were collapsed into 100 to 70 and Pass v. All Other grades.

The data for site-based v. campus-based comparisons were organized into individual two by two (i.e., There were two rows representing grade classifications and two columns representing place of class instruction. Contingency tables are always presented in a row by column format.) contingency tables, using either of the following general outlines:

### Chi-Square Calculations

Name of Site v. Campus-Based: Fall Term 2004 Grades			
	Name of Site	Campus-Based	Total
A, B, C, and Pass	N <sub>(Row 1, Column 1)</sub>	N <sub>(Row 1, Column 2)</sub>	
All Other Grades	N <sub>(Row 2, Column 1)</sub>	N <sub>(Row 2, Column 2)</sub>	
Total			

### Chi-Square Calculations

Name of Site v. Campus-Based: Fall Term 2004 Grades			
	Name of Site	Campus-Based	Total
100 to 70 and Pass	N <sub>(Row 1, Column 1)</sub>	N <sub>(Row 1, Column 2)</sub>	
All Other Grades	N <sub>(Row 2, Column 1)</sub>	N <sub>(Row 2, Column 2)</sub>	
Total			

Although the Chi-square statistic was used to determine statistically significant differences ( $p \leq 0.05$ ), Fisher's Exact Test was also used as a redundant check for any two by two contingency table where there was an observed count of five or fewer course section grades in any one of the table sections (i.e., cells) representing summary data.

This binary classification of grades into a two by two contingency table provided a finite and manageable organization of outcomes. By collapsing the data, this binary classification of grades also reduced the difficulty of interpreting larger contingency tables (e.g., three by two, four by two, etc.) with low Ns ( $\leq 5$ ) for individual cells, which would have occurred if more than two classifications had been used to represent grades.

Data were organized by site and by degree-level (undergraduate, graduate, and professional) and organized into a set of tables (Table 1.A to Table 2.L) appended to this report. As these tables were prepared, the Rule of  $10^2$  was observed, to assure confidentiality for cases where low course section enrollments could possibly assist identification of individual students. That is to say, specific course sections were eliminated from inclusion in the two by two contingency table if either the site-based offering or the campus-based offering had an enrollment of fewer than 10 students.

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<sup>2</sup> A typical resource for the Rule of 10 is found in the Title II, Higher Education Act, where it was identified that assessment data will only be reported if there are at least 10 completers during a reporting period (United States Department of Education, 2000).

## RESULTS

A summary of grade comparisons is provided in Table 1.A to Table 1.C. In these three tables, breakouts are provided by degree level and by site. Detailed statistics for each degree level and site are provided in Table 2.A1 to Table 2.L. A set of figures (Figure 1 to Figure 6) is also provided, for those cases where there was a statistically significant difference ( $p \leq 0.05$ ) between the grades of site-based distance education students and the grades of their campus-based counterparts.

As these tables are reviewed, there is no one single observation regarding grades and differences between site-base students and their campus-based counterparts:

- For undergraduate-level students, there were two sites (Bahamas and Tampa, Florida) where distance education students had grades that were statistically higher ( $p \leq 0.05$ ) than the grades of their campus-based counterparts. There were also two sites (Orlando, Florida, and Las Vegas, Nevada) where there was no statistical difference ( $p \leq 0.05$ ) between the grades of site-based students and the grades of campus-based students. There was only one site (Jacksonville, Florida) where the grades of distance education students were statistically lower ( $p \leq 0.05$ ) than the grades of their campus-based counterparts.
- For graduate-level students, 10 (Bahamas, Jacksonville, Florida, Tampa, Florida, West Palm Beach, Florida, Atlanta, Georgia, Macon, Georgia, Las Vegas, Nevada, Bucks County, Pennsylvania, Danville, Virginia, and Potomac, Virginia) of the 11 sites not subject to Rule of 10 exclusions reported how distance education students had grades that were statistically equivalent ( $p \leq 0.05$ ) to the grades of campus-based students. There was only one site (Orlando, Florida) where the grades of distance education students were statistically lower ( $p \leq 0.05$ ) than the grades of their campus-based counterparts.
- For professional-level students at the two sites identified in this study (West Palm Beach, Florida<sup>3</sup>, and Ponce, Puerto Rico), the grades of distance education students were statistically lower ( $p \leq 0.05$ ) than the grades of their campus-based counterparts.

It is again reminded that the Rule of 10 was used to exclude reporting for any individual course section (whether site-based or campus-based) where the grades of individual students may possibly be determined.

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<sup>3</sup> Note how 98.03 percent of all West Palm Beach, Florida, grades were 100 to 70 and Pass and 99.24 percent of all campus-based grades were 100 to 70 and Pass. Although this difference is statistically significant ( $p \leq 0.01$ ), it raises the issue of practical significance v. statistical significance. Glaser (1999) addressed this concern, the role of  $p$  as an indicator of strength, and the role of effect size on what it means to accept or reject the Null Hypothesis at a predeclared dichotomous level of significance (typically,  $p \leq 0.05$  or  $p \leq 0.01$ ) by offering the following remark:

In those cases in which the clinical researcher obtains a  $p$  value that is about .05 (eg,  $p = .064$ ), he or she may choose to suspend judgment, invoking the paraphrased witticism: "Surely, God loves .064 as much as .049!!" (Glaser, 1999, ¶ 11)

## SUMMARY

The findings from this study provide strong evidence that for undergraduate-level and graduate-level students, there is a general level of parity in the grades earned by site-based distance education students and their campus-based counterparts. Overall, for students at these two degree levels, distance education students did as well as campus-based students. There were a few sites where distance education students had grades that were not at the same level as campus-based students, but this finding was then countered by a few other sites where distance education students had grades that were higher than campus-based students. In a subsequent study, more in-depth analysis will be done of undergraduate courses offered at the Bahamas, Jacksonville, Florida, and Tampa, Florida, and graduate courses offered at Orlando, Florida, to examine why the grades at these sites did not follow trends at other sites.

The same finding can not be made, however, for the two sites that offered instruction to professional-level students. For these two sites, professional-level students had grades that did not meet the level of grades earned by campus-based students. It was previously identified, however, that although professional-level grades at West Palm Beach, Florida (98.03 percent 100 to 70 and Pass), were significantly lower than campus-based grades (99.24 percent 100 to 70 and Pass) it is necessary to consider the issue of practical significance. Equally, it should be recalled that this study included only two sites where instruction was offered to professional-level students. This finding may have been different if the number of distance education sites offering professional-level instruction had been increased.

The University has provided distance education opportunities for adult learners for more than 30 years. Although the University was an early innovator of distance education, which was then viewed as a *disruptive technology* (Christensen, 1997), distance education is now quite common, as noted by the many traditional public<sup>4</sup> and private institutions that offer this learning modality to students. This study provides additional evidence that distance education is an appropriate learning modality and that the grades of distance education students are generally in parity with the grades of campus-based students.

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<sup>4</sup> Gellman-Danley and Fetzner (1998) raised an interesting series of policy questions about distance education and how it fits into the traditional concept of geographic service area for public-supported postsecondary institutions.

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**APPENDIX: Tables 1.A to 2.L and Figures 1 to 6.B**

**Table 1.A**

**A Comparison of Fall Term 2004 Course Grades for Nova Southeastern University Undergraduate-Level Site-Based Students at Selected Sites to Fall Term 2004 Undergraduate-Level Campus-Based Students Enrolled in Counterpart Courses**

<b>Site</b>	<b>Finding</b>	<b>Summary – Testing at <math>p \leq 0.05</math></b>
Bahamas	There is a statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between undergraduate-level site-based students in the Bahamas and undergraduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 8.88, calculated $p \leq 0.01$ ). Undergraduate-level site-based students in the Bahamas had a greater percentage of A, B, C, Pass grades (96.65 percent) than their undergraduate-level campus-based counterparts (90.39 percent).	Fall Term 2004 undergraduate-level students in the Bahamas had better grades than the grades of their undergraduate-level campus-based counterparts.
Jacksonville, Florida	There is a statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between undergraduate-level site-based students in Jacksonville, Florida, and undergraduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 10.31, calculated $p \leq 0.01$ ). Undergraduate-level site-based students in Jacksonville, Florida, had a smaller percentage of A, B, C, Pass grades (78.49 percent) than their undergraduate-level campus-based counterparts (89.79 percent).	Fall Term 2004 undergraduate-level campus-based students had better grades than the grades of their undergraduate-level Jacksonville, Florida, counterparts.

**Table 1.A**

**A Comparison of Fall Term 2004 Course Grades for Nova Southeastern University Undergraduate-Level Site-Based Students at Selected Sites to Fall Term 2004 Undergraduate-Level Campus-Based Students Enrolled in Counterpart Courses**

<b>Site</b>	<b>Finding</b>	<b>Summary – Testing at <math>p \leq 0.05</math></b>
Orlando, Florida	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between undergraduate-level site-based students in Orlando, Florida, and undergraduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 1.79, calculated $p \leq 0.20$ ).	Fall Term 2004 undergraduate-level students in Orlando, Florida, had had grades that were equivalent to the grades of their undergraduate-level campus-based counterparts.
Tampa, Florida	There is a statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between undergraduate-level site-based students in Tampa, Florida, and undergraduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 41.23, calculated $p \leq 0.01$ ). Undergraduate-level site-based students in Tampa, Florida, had a greater percentage of A, B, C, Pass grades (90.06 percent) than their undergraduate-level campus-based counterparts (77.07 percent).	Fall Term 2004 undergraduate-level students in Tampa, Florida, had better grades than the grades of their undergraduate-level campus-based counterparts.
Las Vegas, Nevada	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between undergraduate-level site-based students in Las Vegas, Nevada, and undergraduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 2.91, calculated $p \leq 0.10$ ).	Fall Term 2004 undergraduate-level students in Las Vegas, Nevada, had grades that were equivalent to the grades of their undergraduate-level campus-based counterparts.

**Table 1.B**

**A Comparison of Fall Term 2004 Course Grades for Nova Southeastern University Graduate-Level Site-Based Students at Selected Sites to Fall Term 2004 Graduate-Level Campus-Based Students Enrolled in Counterpart Courses**

<b>Site</b>	<b>Finding</b>	<b>Summary – Testing at <math>p \leq 0.05</math></b>
Bahamas	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in the Bahamas and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 0.01, calculated $p \leq 0.99$ ).	Fall Term 2004 graduate-level students in the Bahamas had grades that were equivalent to the grades of their graduate-level campus-based counterparts.
Jacksonville, Florida	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in Jacksonville, Florida, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 3.30, calculated $p \leq 0.10$ ).	Fall Term 2004 graduate-level students in Jacksonville, Florida, had grades that were equivalent to the grades of their graduate-level campus-based counterparts.
Orlando, Florida	There is a statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in Orlando, Florida, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 12.90, calculated $p \leq 0.01$ ). Graduate-level site-based students in Orlando, Florida, had a smaller percentage of A, B, C, Pass grades (94.58 percent) than their graduate-level campus-based counterparts (97.70 percent).	Fall Term 2004 graduate-level campus-based students had better grades than the grades of their graduate-level Orlando, Florida, counterparts.

**Table 1.B**

**A Comparison of Fall Term 2004 Course Grades for Nova Southeastern University Graduate-Level Site-Based Students at Selected Sites to Fall Term 2004 Graduate-Level Campus-Based Students Enrolled in Counterpart Courses**

<b>Site</b>	<b>Finding</b>	<b>Summary – Testing at <math>p \leq 0.05</math></b>
Tampa, Florida	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in Tampa, Florida, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 0.45, calculated $p \leq 0.99$ ).	Fall Term 2004 graduate-level students in Tampa, Florida, had grades that were equivalent to the grades of their graduate-level campus-based counterparts.
West Palm Beach, Florida	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in West Palm Beach, Florida, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 2.85, calculated $p \leq 0.10$ ).	Fall Term 2004 graduate-level students in West Palm Beach, Florida, had grades that were equivalent to the grades of their graduate-level campus-based counterparts.
Atlanta, Georgia	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, Pass v. All Other Grades) between graduate-level site-based students in Atlanta, Georgia, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 0.84, calculated $p \leq 0.99$ ).	Fall Term 2004 graduate-level students in Atlanta, Georgia, had grades that were equivalent to the grades of their graduate-level campus-based counterparts.
Macon, Georgia	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, Pass v. All Other Grades) between graduate-level site-based students in Macon, Georgia, and graduate-	Fall Term 2004 graduate-level students in Macon, Georgia, had grades that were equivalent to the

**Table 1.B**

**A Comparison of Fall Term 2004 Course Grades for Nova Southeastern University Graduate-Level Site-Based Students at Selected Sites to Fall Term 2004 Graduate-Level Campus-Based Students Enrolled in Counterpart Courses**

<b>Site</b>	<b>Finding</b>	<b>Summary – Testing at <math>p \leq 0.05</math></b>
	level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 1.30, calculated $p \leq 0.99$ ).	grades of their graduate-level campus-based counterparts.
Las Vegas, Nevada	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in Las Vegas, Nevada, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 2.95, calculated $p \leq 0.10$ ).	Fall Term 2004 graduate-level students in Las Vegas, Nevada, had grades that were equivalent to the grades of their graduate-level campus-based counterparts.
Bucks County, Pennsylvania	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, Pass v. All Other Grades) between graduate-level site-based students in Bucks County, Pennsylvania, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 2.81, calculated $p \leq 0.10$ ).	Fall Term 2004 graduate-level students in Bucks County, Pennsylvania, had grades that were equivalent to the grades of their graduate-level campus-based counterparts.
King of Prussia, Pennsylvania	Because of the Rule of 10, a comparison of Fall Term 2004 grades in common courses for graduate-level site-based students in King of Prussia, Pennsylvania, can not be made to the grades of graduate-level campus-based students.	N/A
Philadelphia, Pennsylvania	Because of the Rule of 10, a comparison of Fall Term 2004 grades in common courses for graduate-level site-based students in Philadelphia, Pennsylvania, can not be made to the grades of graduate-level campus-based students.	N/A

**Table 1.B**

**A Comparison of Fall Term 2004 Course Grades for Nova Southeastern University Graduate-Level Site-Based Students at Selected Sites to Fall Term 2004 Graduate-Level Campus-Based Students Enrolled in Counterpart Courses**

<b>Site</b>	<b>Finding</b>	<b>Summary – Testing at <math>p \leq 0.05</math></b>
Danville, Virginia	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, Pass v. All Other Grades) between graduate-level site-based students in Danville, Virginia, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 3.45, calculated $p \leq 0.10$ ).	Fall Term 2004 graduate-level students in Danville, Virginia, had grades that were equivalent to the grades of their graduate-level campus-based counterparts.
Northern Virginia, Virginia	Because of the Rule of 10, a comparison of Fall Term 2004 grades in common courses for graduate-level site-based students in Northern Virginia, Virginia, can not be made to the grades of graduate-level campus-based students.	N/A
Potomac, Virginia	There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, Pass v. All Other Grades) between graduate-level site-based students in Potomac, Virginia, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 1.17, calculated $p \leq 0.99$ ).	Fall Term 2004 graduate-level students in Potomac, Virginia, had grades that were equivalent to the grades of their graduate-level campus-based counterparts.
Tidewater, Virginia	Because of the Rule of 10, a comparison of Fall Term 2004 grades in common courses for graduate-level site-based students in Tidewater, Virginia, can not be made to the grades of graduate-level campus-based students.	N/A

**Table 1.C**

**A Comparison of Fall Term 2004 Course Grades for Nova Southeastern University Professional-Level Site-Based Students at Selected Sites to Fall Term 2004 Professional-Level Campus-Based Students Enrolled in Counterpart Courses**

<b>Site</b>	<b>Finding</b>	<b>Summary – Testing at <math>p \leq 0.05</math></b>
West Palm Beach, Florida	There is a statistically significant difference ( $p \leq 0.05$ ) in grades (100 to 70 and Pass v. All Other Grades) between professional-level site-based students in West Palm Beach, Florida, and professional-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 8.99, calculated $p \leq 0.01$ ). Professional-level site-based students in West Palm Beach, Florida, had a smaller percentage of 100 to 70 and Pass grades (98.03 percent) than their professional-level campus-based counterparts (99.24).	Fall Term 2004 campus-based students had slightly better grades than the grades of their West Palm Beach, Florida, counterparts.
Ponce, Puerto Rico	There is a statistically significant difference ( $p \leq 0.05$ ) in grades (100 to 70 and Pass v. All Other Grades) between professional-level site-based students in Ponce, Puerto Rico, and professional-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 97.53, calculated $p \leq 0.01$ ). Professional-level site-based students in Ponce, Puerto Rico, had a smaller percentage of 100 to 70 and Pass grades (92.32 percent) than their professional-level campus-based counterparts (99.17 percent).	Fall Term 2004 campus-based students had better grades than the grades of their Ponce, Puerto Rico, counterparts.



**Table 2.A1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: The Bahamas v. Campus-Based Counterpart Courses**

<b>Bahamas (Undergraduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in the Bahamas (Undergraduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	26	12.44	A	248	18.06
A-	47	22.49	A-	225	16.39
B+	58	27.75	B+	182	13.26
B	45	21.53	B	242	17.63
B-	18	8.61	B-	122	8.89
C+	3	1.44	C+	84	6.12
C	4	1.91	C	100	7.28
C-	1	0.48	C-	38	2.77
D+	1	0.48	D+	8	0.58
D	3	1.44	D	25	1.82
F	3	1.44	F	67	4.88
Total	209	100.00	W	32	2.33
			Total	1373	100.00
A, B, C, Pass	202	96.65	A, B, C, Pass	1241	90.39
All Other Grades	7	3.35	All Other Grades	132	9.61
Total	209	100.00	Total	1373	100.00

**Table 2.A1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: The Bahamas v. Campus-Based Counterpart Courses**

<b>Bahamas (Undergraduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in the Bahamas (Undergraduate-Level)</b>		
Outcome: There is a statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between undergraduate-level site-based students in the Bahamas and undergraduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 8.88, calculated $p \leq 0.01$ ). Undergraduate-level site-based students in the Bahamas had a greater percentage of A, B, C, Pass grades (96.65 percent) than their undergraduate-level campus-based counterparts (90.39 percent).					
Course	Frequency	Percent	Course	Frequency	Percent
ACCT2200 Financial Accounting I	15	7.18	ACCT2200 Financial Accounting I	128	9.32
BUSS2150 Business Law I	10	4.78	BUSS2150 Business Law I	137	9.98
BUSS3100 Small Business Management	11	5.26	BUSS3100 Small Business Management	27	1.97
BUSS3550 Intro To Int'l Business	16	7.66	BUSS3550 Intro To Int'l Business	133	9.69
BUSS4880 Business Strategy and Policy	21	10.05	BUSS4880 Business Strategy and Policy	77	5.61
ECON2010 Prin Of Macroeconomics	10	4.78	ECON2010 Prin Of Macroeconomics	197	14.35
FINC3010 Corporation Finance	10	4.78	FINC3010 Corporation Finance	89	6.48
FINC3150 Banking & Financial Inst	15	7.18	FINC3150 Banking & Financial Inst	14	1.02
FINC4550 Int'l Finance & Banking	14	6.70	FINC4550 Int'l Finance & Banking	29	2.11
MGMT2050 Principles Of Management	14	6.70	MGMT2050 Principles Of Management	132	9.61

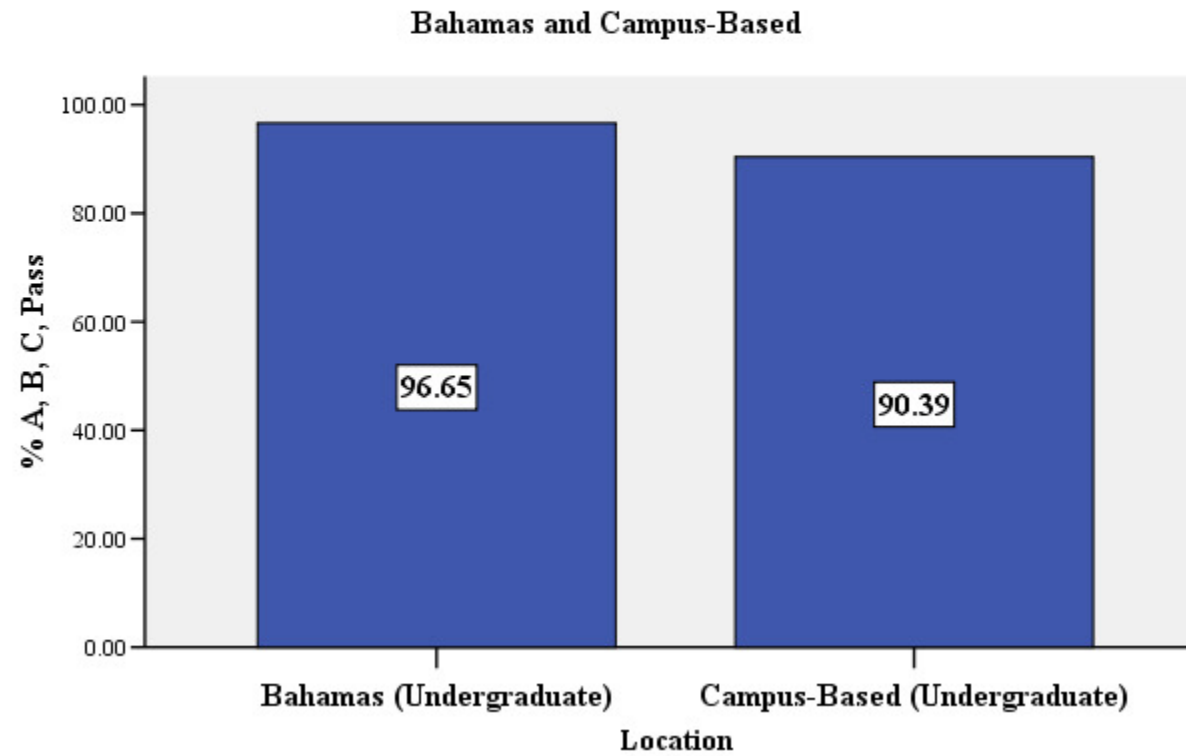
**Table 2.A1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: The Bahamas v. Campus-Based Counterpart Courses**

<b>Bahamas (Undergraduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in the Bahamas (Undergraduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
MGMT3880 Operations Management	12	5.74	MGMT3880 Operations Management	111	8.08
MGMT4160 Human Resource Management	18	8.61	MGMT4160 Human Resource Management	115	8.38
MGMT4170 Organizational Behavior	10	4.78	MGMT4170 Organizational Behavior	131	9.54
POLS2010 Comparative Government	17	8.13	POLS2010 Comparative Government	36	2.62
WRIT2150 Writing for the Professions	16	7.66	WRIT2150 Writing for the Professions	17	1.24
Total	209	100.00	Total	1373	100.00

**Figure 1**

**Undergraduate-Level Fall Term 2004 Grades:**



**Table 2.A2**

**Graduate-Level Fall Term 2004 Grades and Courses: The Bahamas v. Campus-Based Counterpart Courses**

<b>Bahamas (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in the Bahamas (Graduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	36	52.17	A	157	50.16
A-	18	26.09	A-	57	18.21
B+	5	7.25	B+	50	15.97
B	8	11.59	B	30	9.58
F	1	1.45	B-	8	2.56
W	1	1.45	C+	1	0.32
Total	69	100.00	C	1	0.32
			F	1	0.32
			W	8	2.56
			Total	313	100.00
A, B, C, Pass	67	97.10	A, B, C, Pass	304	97.12
All Other Grades	2	2.90	All Other Grades	9	2.88
Total	69	100.00	Total	313	100.00

Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in the Bahamas and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 0.01, calculated  $p \leq 0.99^5$ ).

<sup>5</sup> As a redundant confirmation of the Chi-square statistic, Fisher's Exact Test was also used for all two by two contingency tables where one or more cells had  $N_{\text{Observed}} \leq 5$ . For this two by two contingency table (Table 2.A2) and for all other two by two

**Table 2.A2**

**Graduate-Level Fall Term 2004 Grades and Courses: The Bahamas v. Campus-Based Counterpart Courses**

<b>Bahamas (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in the Bahamas (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
GMP 5012 Twenty-One Century Mgmt Prac	18	26.09	GMP 5012 Twenty-One Century Mgmt Prac	120	38.34
GMP 5017 Deliv Sup Customer Value	17	24.64	GMP 5017 Deliv Sup Customer Value	79	25.24
GMP 5070 Managerial Marketing	12	17.39	GMP 5070 Managerial Marketing	65	20.77
GMP 5080 Applying Managerial Fin	13	18.84	GMP 5080 Applying Managerial Fin	36	11.50
GMP 5375 Employee Health Reward Sys	9	13.04	GMP 5375 Employee Health Reward Sys	13	4.15
Total	69	100.00	Total	313	100.00

contingency tables meeting this condition of  $N_{\text{Observed}} \leq 5$ , Fischer's Exact Test confirmed the probabilities associated with the calculated Chi-square statistic.

**Table 2.B1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: Jacksonville, Florida v. Campus-Based Counterpart Courses**

<b>Jacksonville, Florida (Undergraduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Jacksonville, Florida (Undergraduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	16	17.20	A	205	28.67
A-	16	17.20	A-	88	12.31
B+	4	4.30	B+	79	11.05
B	12	12.90	B	124	17.34
B-	6	6.45	B-	52	7.27
C+	7	7.53	C+	31	4.34
C	6	6.45	C	45	6.29
C-	6	6.45	C-	18	2.52
D	4	4.30	D+	3	0.42
F	11	11.83	D	15	2.10
W	5	5.38	F	21	2.94
Total	93	100.00	W	34	4.76
			Total	715	100.00
A, B, C, Pass	73	78.49	A, B, C, Pass	642	89.79
All Other Grades	20	21.51	All Other Grades	73	10.21
Total	93	100.00	Total	715	100.00

**Table 2.B1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: Jacksonville, Florida v. Campus-Based Counterpart Courses**

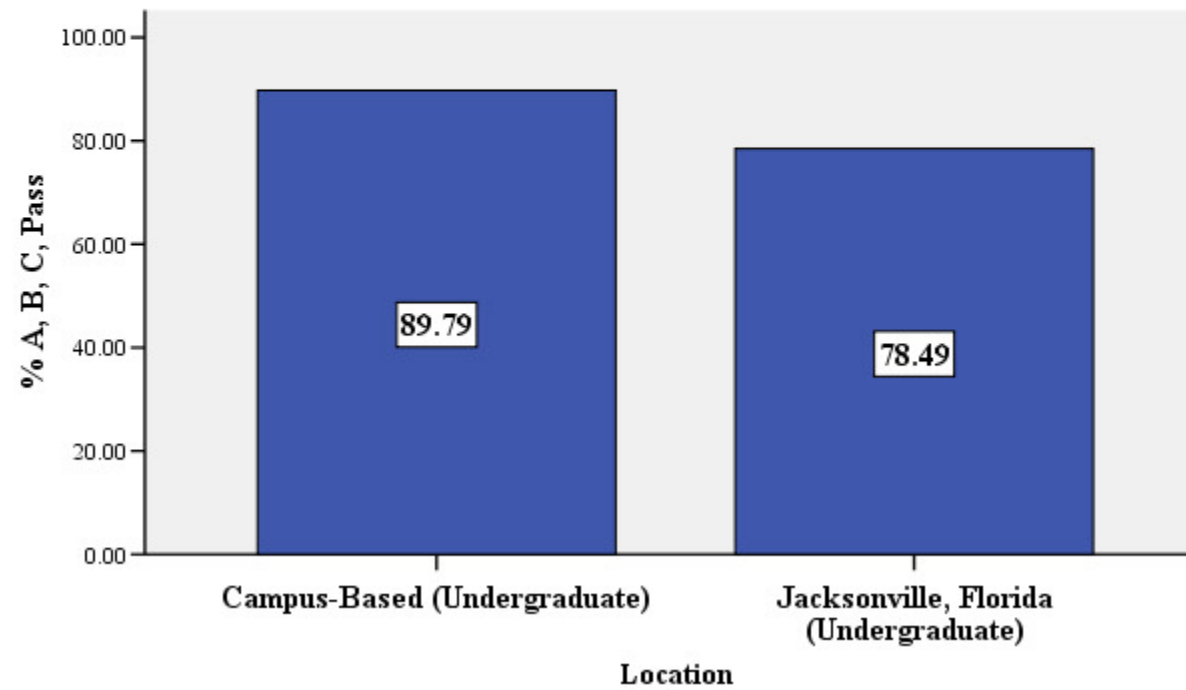
Jacksonville, Florida (Undergraduate-Level)			Campus-Based Counterpart to Courses Taught in Jacksonville, Florida (Undergraduate-Level)		
Outcome: There is a statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between undergraduate-level site-based students in Jacksonville, Florida, and undergraduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 10.31, calculated $p \leq 0.01$ ).					
Undergraduate-level site-based students in Jacksonville, Florida, had a smaller percentage of A, B, C, Pass grades (78.49 percent) than their undergraduate-level campus-based counterparts (89.79 percent).					
Course	Frequency	Percent	Course	Frequency	Percent
PHIL3180 Biomedical Ethics	10	10.75	PHIL3180 Biomedical Ethics	112	15.66
PSYC2330 Interpersonal Communication	11	11.83	PSYC2330 Interpersonal Communication	283	39.58
PSYC3000 Psychological Research Methods	15	16.13	PSYC3000 Psychological Research Methods	64	8.95
PSYC3160 Social Psychology	14	15.05	PSYC3160 Social Psychology	94	13.15
PSYC3300 Behavior Modification	15	16.13	PSYC3300 Behavior Modification	58	8.11
PSYC3510 Human Learning & Cognition	10	10.75	PSYC3510 Human Learning & Cognition	68	9.51
PSYC3800 Current Psychotherapies	18	19.35	PSYC3800 Current Psychotherapies	36	5.03
Total	93	100.00	Total	715	100.00



**Figure 2.A**

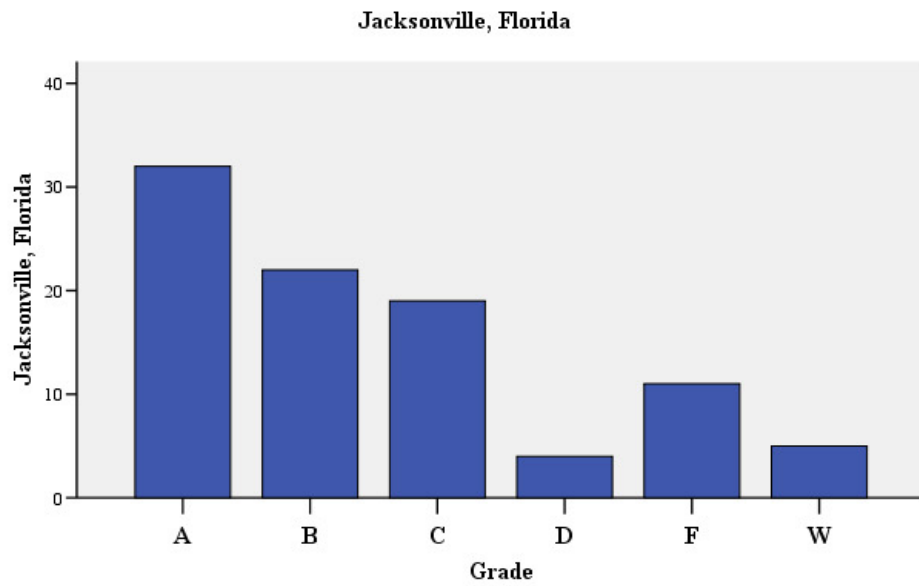
**Undergraduate-Level Fall Term 2004 Grades:**

**Jacksonville, Florida and Campus-Based**

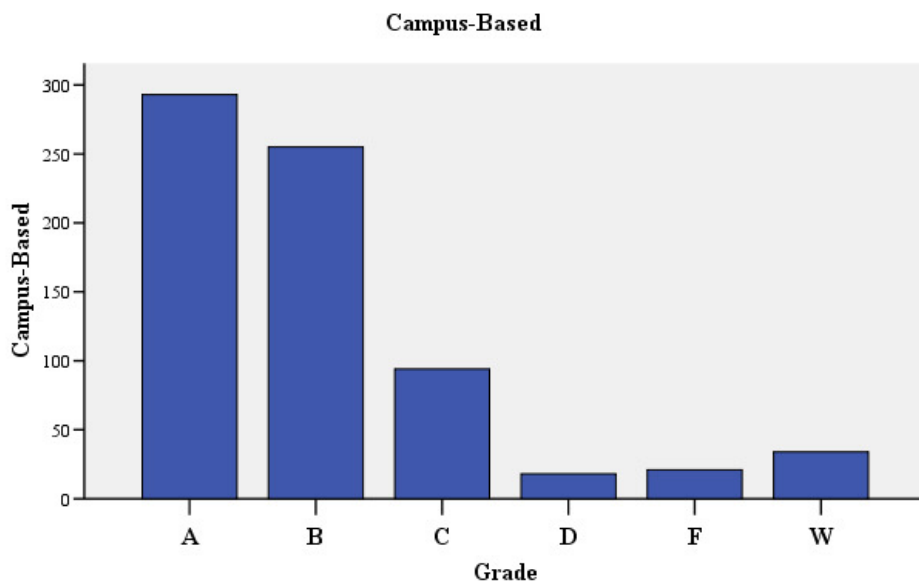


**Figure 2.B**

**Bar Chart of Undergraduate-Level Fall Term 2004 Grades:**



**Bar Chart of Undergraduate-Level Fall Term 2004 Grades:**



**Table 2.B2**

**Graduate-Level Fall Term 2004 Grades and Courses: Jacksonville, Florida v. Campus-Based Counterpart Courses**

<b>Jacksonville, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Jacksonville, Florida (Graduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	111	63.43	A	89	25.28
B+	24	13.71	B+	8	2.27
B	9	5.14	B	31	8.81
F	1	0.57	F	2	0.57
I	3	1.71	P	220	62.50
P	25	14.29	W	2	0.57
W	2	1.14	Total	352	100.00
Total	175	100.00			
A, B, C, Pass	169	96.57	A, B, C, Pass	348	98.86
All Other Grades	6	3.43	All Other Grades	4	1.14
Total	175	100.00	Total	352	100.00

Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in Jacksonville, Florida, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 3.30, calculated  $p \leq 0.10$ ).

**Table 2.B2**

**Graduate-Level Fall Term 2004 Grades and Courses: Jacksonville, Florida v. Campus-Based Counterpart Courses**

<b>Jacksonville, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Jacksonville, Florida (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
ARO 8411 Research Design and Methods	29	16.57	ARO 8411 Research Design and Methods	29	8.24
ECD 8007 Governance And Mgmt	22	12.57	ECD 8007 Governance And Mgmt	18	5.11
EDL 8441 Leadership & Change	50	28.57	EDL 8441 Leadership & Change	28	7.95
EDL 8481 Leadership Appraisal	30	17.14	EDL 8481 Leadership Appraisal	29	8.24
EDU 5000 Orientation to Grad Tchr Ed Pr	19	10.86	EDU 5000 Orientation to Grad Tchr Ed Pr	221	62.78
LDR 8520 Creat & Lead Intentional Org	12	6.86	LDR 8520 Creat & Lead Intentional Org	16	4.55
PSY 0784 Assessmt: Intell Test II	13	7.43	PSY 0784 Assessmt: Intell Test II	11	3.13
Total	175	100.00	Total	352	100.00

**Table 2.C1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: Orlando, Florida v. Campus-Based Counterpart Courses**

<b>Orlando, Florida (Undergraduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Orlando, Florida (Undergraduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	90	25.21	A	536	20.53
A-	39	10.92	A-	265	10.15
B+	32	8.96	B+	244	9.35
B	48	13.45	B	399	15.28
B-	26	7.28	B-	161	6.17
C+	17	4.76	C+	117	4.48
C	30	8.40	C	243	9.31
C-	8	2.24	C-	75	2.87
D+	2	0.56	D+	16	0.61
D	9	2.52	D	96	3.68
F	34	9.52	F	230	8.81
I	2	0.56	W	229	8.77
W	20	5.60	Total	2611	100.00
Total	357	100.00			
A, B, C, Pass	290	81.23	A, B, C, Pass	2040	78.13
All Other Grades	67	18.77	All Other Grades	571	21.87
Total	357	100.00	Total	2611	100.00

**Table 2.C1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: Orlando, Florida v. Campus-Based Counterpart Courses**

Orlando, Florida (Undergraduate-Level)			Campus-Based Counterpart to Courses Taught in Orlando, Florida (Undergraduate-Level)		
Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between undergraduate-level site-based students in Orlando, Florida, and undergraduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 (df = 1, Chi-square = 1.79, calculated $p \leq 0.20$ ).					
Course	Frequency	Percent	Course	Frequency	Percent
ARTS2300 Art And Society	16	4.48	ARTS2300 Art And Society	41	1.57
BUSS4880 Business Strategy and Policy	12	3.36	BUSS4880 Business Strategy and Policy	77	2.95
ECON2010 Prin Of Macroeconomics	10	2.80	ECON2010 Prin Of Macroeconomics	197	7.55
EDUC3350 Survey of Excep Stud Educ	11	3.08	EDUC3350 Survey of Excep Stud Educ	52	1.99
EDUC3360 Educational Psychology	13	3.64	EDUC3360 Educational Psychology	47	1.80
EDUC4580 Internship Seminar	11	3.08	EDUC4580 Internship Seminar	16	0.61
HIST1030 American History to 1865	29	8.12	HIST1030 American History to 1865	181	6.93
LITR2021 American Literature II	19	5.32	LITR2021 American Literature II	82	3.14
MATH1000 Essential Mathematics	18	5.04	MATH1000 Essential Mathematics	195	7.47
MATH1030 Intermediate Algebra	27	7.56	MATH1030 Intermediate Algebra	300	11.49
MGMT2050 Principles Of Management	15	4.20	MGMT2050 Principles Of Management	132	5.06
MGMT3660 Management Info Systems	24	6.72	MGMT3660 Management Info Systems	107	4.10

**Table 2.C1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: Orlando, Florida v. Campus-Based Counterpart Courses**

<b>Orlando, Florida (Undergraduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Orlando, Florida (Undergraduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
MGMT4160 Human Resource Management	11	3.08	MGMT4160 Human Resource Management	115	4.40
MGMT4170 Organizational Behavior	11	3.08	MGMT4170 Organizational Behavior	131	5.02
MRKT3050 Mkt Prin & Application	18	5.04	MRKT3050 Mkt Prin & Application	133	5.09
PHIL2000 Moral Issues	25	7.00	PHIL2000 Moral Issues	109	4.17
POLS1010 American Govt & Politics	23	6.44	POLS1010 American Govt & Politics	69	2.64
PSYC1020 Intro To Psychology	16	4.48	PSYC1020 Intro To Psychology	271	10.38
PSYC2330 Interpersonal Communication	4	1.12	PSYC2330 Interpersonal Communication	283	10.84
SPCH1010 Public Communication	14	3.92	SPCH1010 Public Communication	56	2.14
WRIT2150 Writing for the Professions	30	8.40	WRIT2150 Writing for the Professions	17	0.65
Total	357	100.00	Total	2611	100.00

**Table 2.C2**

**Graduate-Level Fall Term 2004 Grades and Courses: Orlando, Florida v. Campus-Based Counterpart Courses**

<b>Orlando, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Orlando, Florida (Graduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	301	56.26	A	807	51.63
A-	14	2.62	A-	61	3.90
B+	38	7.10	B+	76	4.86
B	51	9.53	B	135	8.64
C	8	1.50	B-	3	0.19
F	10	1.87	C+	3	0.19
I	11	2.06	C	9	0.58
NP	1	0.19	F	17	1.09
P	94	17.57	I	4	0.26
W	7	1.31	P	433	27.70
Total	535	100.00	W	15	0.96
			Total	1563	100.00
A, B, C, Pass	506	94.58	A, B, C, Pass	1527	97.70
All Other Grades	29	5.42	All Other Grades	36	2.30
Total	535	100.00	Total	1563	100.00

Outcome: There is a statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in Orlando, Florida, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 12.90, calculated  $p \leq 0.01$ ). Graduate-level site-based students in Orlando, Florida, had a smaller percentage of A, B, C, Pass grades (94.58 percent) than their graduate-level campus-based counterparts (97.70 percent).



**Table 2.C2**

**Graduate-Level Fall Term 2004 Grades and Courses: Orlando, Florida v. Campus-Based Counterpart Courses**

<b>Orlando, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Orlando, Florida (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
ARO 8411 Research Design and Methods	18	3.36	ARO 8411 Research Design and Methods	29	1.86
CUR 0506 Curric & Instruction	30	5.61	CUR 0506 Curric & Instruction	47	3.01
CUR 0526 Educ Research for Practitions	46	8.60	CUR 0526 Educ Research for Practitions	169	10.81
ECD 8008 Human Res Development	13	2.43	ECD 8008 Human Res Development	12	0.77
EDL 0500 Com & Super Ed Lead Role	30	5.61	EDL 0500 Com & Super Ed Lead Role	56	3.58
EDL 0505 Edu Budgtn And Fin	29	5.42	EDL 0505 Edu Budgtn And Fin	36	2.30
EDL 0520 Sch Law For Admin	26	4.86	EDL 0520 Sch Law For Admin	53	3.39
EDL 0525 Prsnl Sel And Dev	16	2.99	EDL 0525 Prsnl Sel And Dev	69	4.41
EDL 0530 Org Mgmt Of Schs	14	2.62	EDL 0530 Org Mgmt Of Schs	65	4.16
EDL 0550 Electronic Tools for Ed Ldrs	15	2.80	EDL 0550 Electronic Tools for Ed Ldrs	38	2.43
EDL 8441 Leadership & Change	18	3.36	EDL 8441 Leadership & Change	28	1.79
EDL 8481 Leadership Appraisal	19	3.55	EDL 8481 Leadership Appraisal	29	1.86
EDU 0601 Professional Seminar I	20	3.74	EDU 0601 Professional Seminar I	126	8.06
EDU 0602 Professional Seminar II	10	1.87	EDU 0602 Professional Seminar II	62	3.97
EDU 5000 Orientation to Grad Tchr Ed Pr	50	9.35	EDU 5000 Orientation to Grad Tchr Ed Pr	221	14.14

**Table 2.C2**

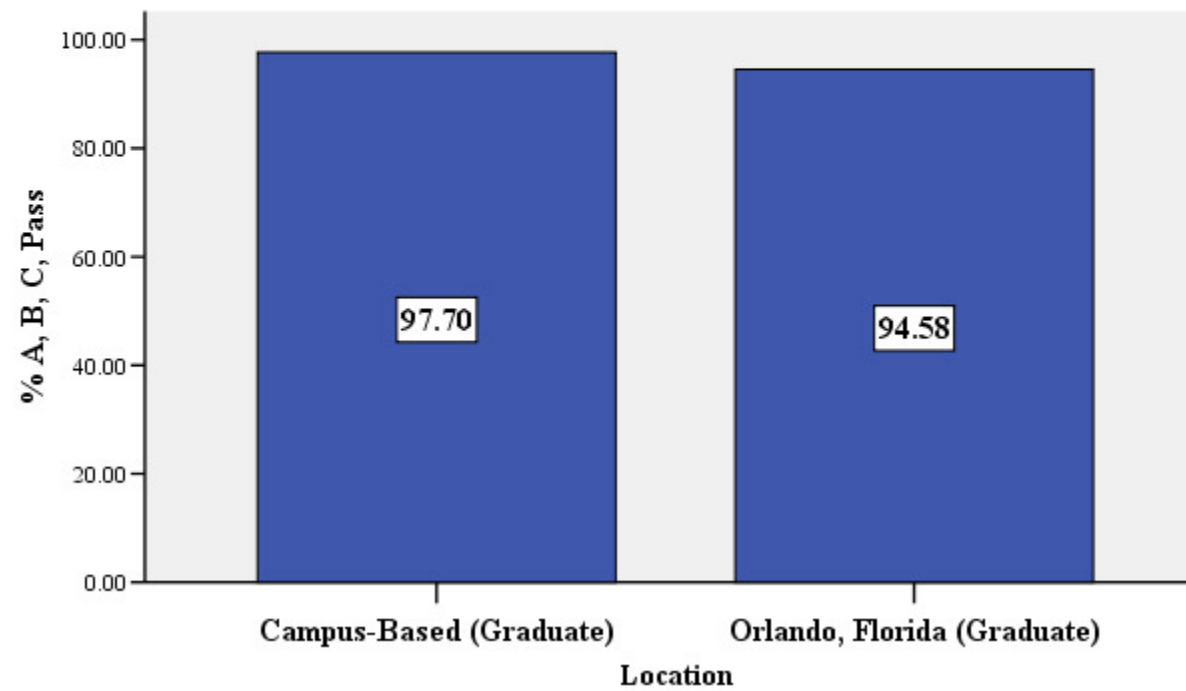
**Graduate-Level Fall Term 2004 Grades and Courses: Orlando, Florida v. Campus-Based Counterpart Courses**

<b>Orlando, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Orlando, Florida (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
EL 0600 Sem In Knwldg Base Of El	18	3.36	EL 0600 Sem In Knwldg Base Of El	34	2.18
ESE 0670 Inclusive Ed for Except Stud	19	3.55	ESE 0670 Inclusive Ed for Except Stud	12	0.77
ESE 0690 Cons & Coll in Except Stud Ed	10	1.87	ESE 0690 Cons & Coll in Except Stud Ed	10	0.64
GMP 5030 Managing Human Resources	10	1.87	GMP 5030 Managing Human Resources	63	4.03
GMP 5040 Quantitative Thinking	14	2.62	GMP 5040 Quantitative Thinking	124	7.93
GMP 5090 Entrep&Strat Thinking	10	1.87	GMP 5090 Entrep&Strat Thinking	66	4.22
GMP 5095 Operations&Systems Mngmt	11	2.06	GMP 5095 Operations&Systems Mngmt	35	2.24
LDR 8510 Leadership to Shape Future	20	3.74	LDR 8510 Leadership to Shape Future	32	2.05
PSY 0512 Hum Dvlpmnt & Lrng	21	3.93	PSY 0512 Hum Dvlpmnt & Lrng	48	3.07
PSY 0586 Child/Adol Psych/Tx	15	2.80	PSY 0586 Child/Adol Psych/Tx	56	3.58
RES 8433 Res/Eval II	16	2.99	RES 8433 Res/Eval II	22	1.41
RES 8434 Prac Res For Prof	17	3.18	RES 8434 Prac Res For Prof	21	1.34
<b>Total</b>	<b>535</b>	<b>100.00</b>	<b>Total</b>	<b>1563</b>	<b>100.00</b>

**Figure 3**

**Graduate-Level Fall Term 2004 Grades:**

**Orlando, Florida and Campus-Based**



**Table 2.D1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: Tampa, Florida v. Campus-Based Counterpart Courses**

<b>Tampa, Florida (Undergraduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Tampa, Florida (Undergraduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	167	35.31	A	644	22.14
A-	47	9.94	A-	285	9.80
B+	55	11.63	B+	247	8.49
B	80	16.91	B	422	14.51
B-	26	5.50	B-	182	6.26
C+	14	2.96	C+	114	3.92
C	28	5.92	C	265	9.11
C-	9	1.90	C-	83	2.85
D	9	1.90	D+	16	0.55
F	24	5.07	D	113	3.88
W	14	2.96	F	259	8.90
Total	473	100.00	I	1	0.03
			W	278	9.56
			Total	2909	100.00
A, B, C, Pass	426	90.06	A, B, C, Pass	2242	77.07
All Other Grades	47	9.94	All Other Grades	667	22.93
Total	473	100.00	Total	2909	100.00

**Table 2.D1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: Tampa, Florida v. Campus-Based Counterpart Courses**

Tampa, Florida (Undergraduate-Level)			Campus-Based Counterpart to Courses Taught in Tampa, Florida (Undergraduate-Level)		
Outcome: There is a statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between undergraduate-level site-based students in Tampa, Florida, and undergraduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 41.23, calculated $p \leq 0.01$ ). Undergraduate-level site-based students in Tampa, Florida, had a greater percentage of A, B, C, Pass grades (90.06 percent) than their undergraduate-level campus-based counterparts (77.07 percent).					
Course	Frequency	Percent	Course	Frequency	Percent
ARTS2300 Art And Society	18	3.81	ARTS2300 Art And Society	41	1.41
BIOL1100 Concepts in Biology	11	2.33	BIOL1100 Concepts in Biology	146	5.02
ECON2010 Prin Of Macroeconomics	19	4.02	ECON2010 Prin Of Macroeconomics	197	6.77
EDUC1100 Exploration of Educ Prof	16	3.38	EDUC1100 Exploration of Educ Prof	45	1.55
EDUC3350 Survey of Excep Stud Educ	21	4.44	EDUC3350 Survey of Excep Stud Educ	52	1.79
EDUC3360 Educational Psychology	23	4.86	EDUC3360 Educational Psychology	47	1.62
EDUC3520 Prin Pract of Instr and Assess	10	2.11	EDUC3520 Prin Pract of Instr and Assess	25	0.86
EDUC4570 Internship/Seminar	11	2.33	EDUC4570 Internship/Seminar	13	0.45
ELEM4360 Teach Literacy in Elem	11	2.33	ELEM4360 Teach Literacy in Elem	35	1.20
ELEM4540 Reading Assessment I	10	2.11	ELEM4540 Reading Assessment I	37	1.27
FINC3010 Corporation Finance	11	2.33	FINC3010 Corporation Finance	89	3.06

**Table 2.D1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: Tampa, Florida v. Campus-Based Counterpart Courses**

<b>Tampa, Florida (Undergraduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Tampa, Florida (Undergraduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
HIST1030 American History to 1865	19	4.02	HIST1030 American History to 1865	181	6.22
MATH1030 Intermediate Algebra	27	5.71	MATH1030 Intermediate Algebra	300	10.31
MATH1040 Algebra for College Students	11	2.33	MATH1040 Algebra for College Students	174	5.98
MATH3020 Applied Statistics	14	2.96	MATH3020 Applied Statistics	249	8.56
MGMT2050 Principles Of Management	24	5.07	MGMT2050 Principles Of Management	132	4.54
MGMT3660 Management Info Systems	21	4.44	MGMT3660 Management Info Systems	107	3.68
MGMT4160 Human Resource Management	17	3.59	MGMT4160 Human Resource Management	115	3.95
MGMT4170 Organizational Behavior	16	3.38	MGMT4170 Organizational Behavior	131	4.50
MRKT3050 Mkt Prin & Application	26	5.50	MRKT3050 Mkt Prin & Application	133	4.57
PHIL2000 Moral Issues	27	5.71	PHIL2000 Moral Issues	109	3.75
PSYC1020 Intro To Psychology	16	3.38	PSYC1020 Intro To Psychology	271	9.32
PSYC1410 Personal Career Development	29	6.13	PSYC1410 Personal Career Development	58	1.99
PSYC2380 Child & Adolescent Development	24	5.07	PSYC2380 Child & Adolescent Development	91	3.13
PSYC3300 Behavior Modification	21	4.44	PSYC3300 Behavior Modification	58	1.99
SPCH1010 Public Communication	10	2.11	SPCH1010 Public Communication	56	1.93

**Table 2.D1**

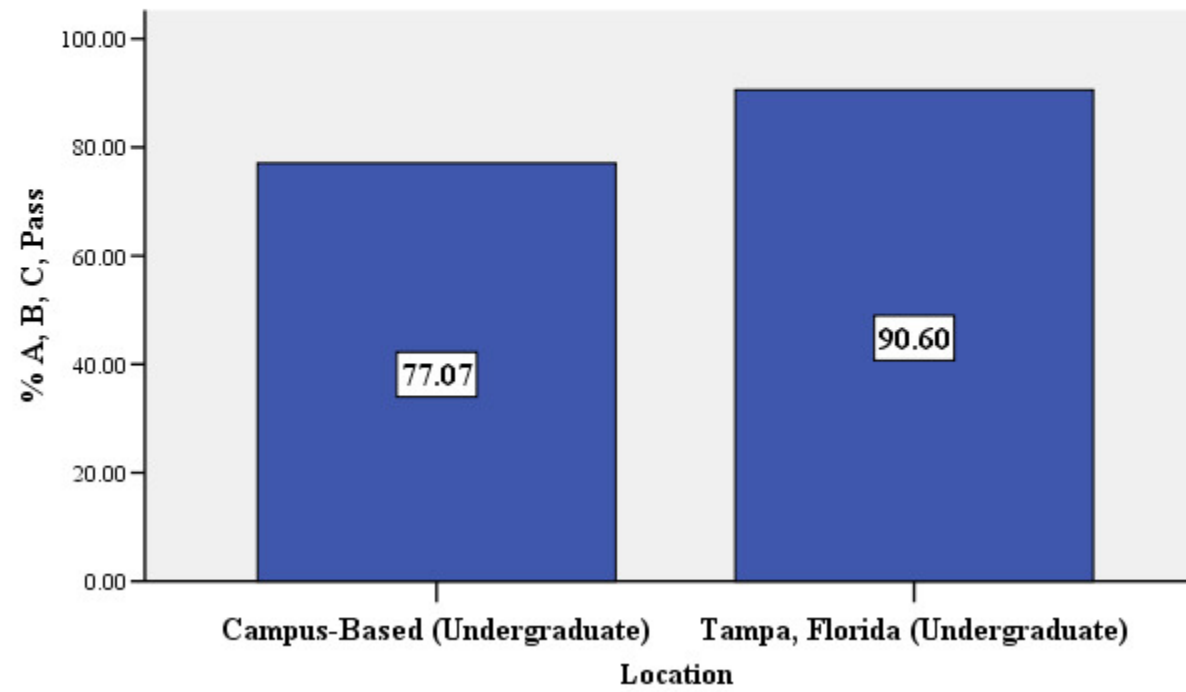
**Undergraduate-Level Fall Term 2004 Grades and Courses: Tampa, Florida v. Campus-Based Counterpart Courses**

<b>Tampa, Florida (Undergraduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Tampa, Florida (Undergraduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
WRIT2150 Writing for the Professions	10	2.11	WRIT2150 Writing for the Professions	17	0.58
Total	473	100.00	Total	2909	100.00

**Figure 4.A**

**Undergraduate-Level Fall Term 2004 Grades:**

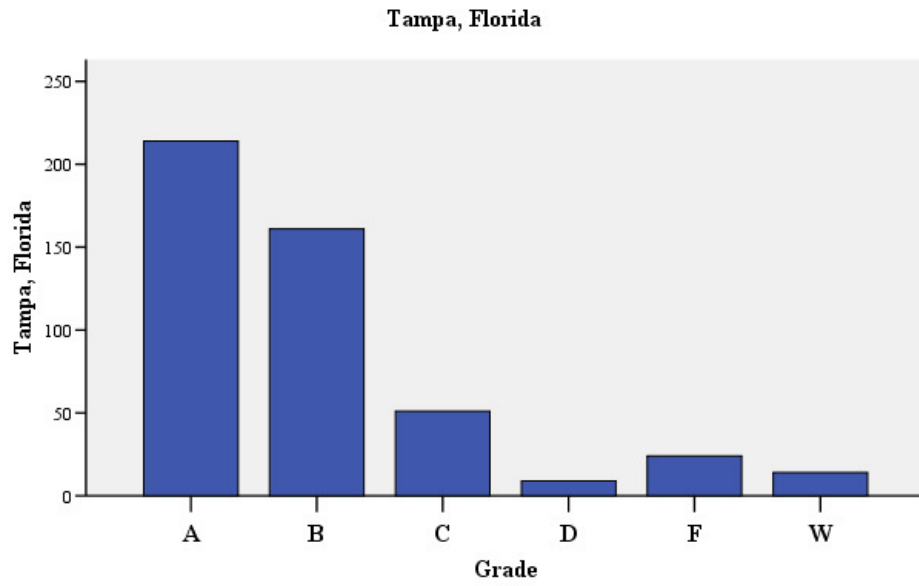
**Tampa, Florida and Campus-Based**



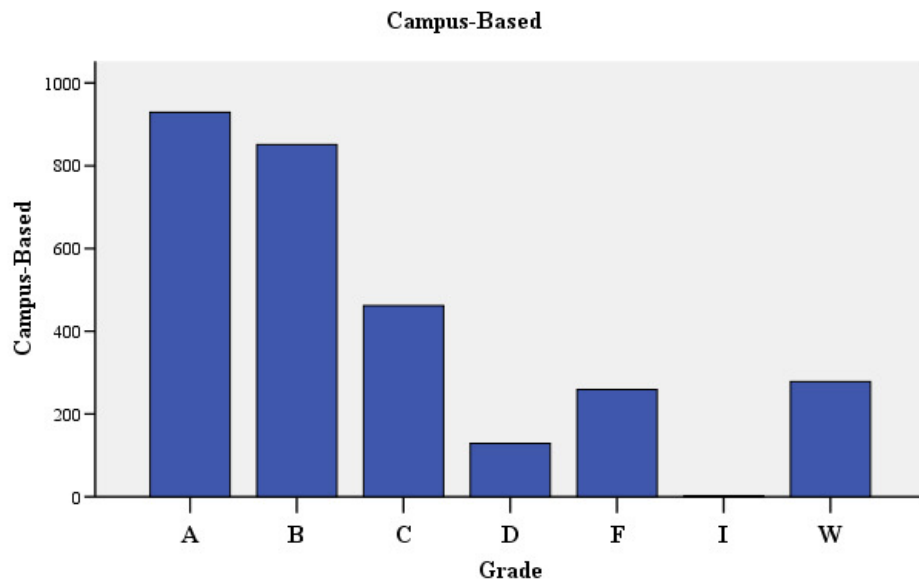


**Figure 4.B**

**Bar Chart of Undergraduate-Level Fall Term Grades:**



**Bar Chart of Undergraduate-Level Fall Term Grades:**



**Table 2.D2**

**Graduate-Level Fall Term 2004 Grades and Courses: Tampa, Florida v. Campus-Based Counterpart Courses**

<b>Tampa, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Tampa, Florida (Graduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	284	64.99	A	942	53.64
A-	34	7.78	A-	88	5.01
B+	25	5.72	B+	92	5.24
B	24	5.49	B	181	10.31
B-	3	0.69	B-	13	0.74
C+	1	0.23	C+	2	0.11
C	6	1.37	C	19	1.08
F	2	0.46	F	20	1.14
I	3	0.69	AU	1	0.06
P	51	11.67	I	2	0.11
W	4	0.92	P	373	21.24
Total	437	100.00	W	23	1.31
			Total	1756	100.00
A, B, C, Pass	428	97.94	A, B, C, Pass	1710	97.38
All Other Grades	9	2.06	All Other Grades	46	2.62
Total	437	100.00	Total	1756	100.00

Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in Tampa, Florida, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 0.45, calculated  $p \leq 0.99$ ).

**Table 2.D2**

**Graduate-Level Fall Term 2004 Grades and Courses: Tampa, Florida v. Campus-Based Counterpart Courses**

<b>Tampa, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Tampa, Florida (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
ARO 8411 Research Design and Methods	15	3.43	ARO 8411 Research Design and Methods	29	1.65
CGPY0502 Counsel Theories & Techs	10	2.29	CGPY0502 Counsel Theories & Techs	35	1.99
CGPY0595 App/Technol/School Guid	16	3.66	CGPY0595 App/Technol/School Guid	18	1.03
CSA 6130 Fin Decis Making in Bus	11	2.52	CSA 6130 Fin Decis Making in Bus	13	0.74
CUR 0506 Curric & Instruction	13	2.97	CUR 0506 Curric & Instruction	47	2.68
CUR 0526 Educ Research for Practitions	21	4.81	CUR 0526 Educ Research for Practitions	169	9.62
ECON2010 Prin Of Macroeconomics	1	0.23	ECON2010 Prin Of Macroeconomics	2	0.11
EDL 0500 Com & Super Ed Lead Role	40	9.15	EDL 0500 Com & Super Ed Lead Role	56	3.19
EDL 0505 Edu Budgtn And Fin	19	4.35	EDL 0505 Edu Budgtn And Fin	36	2.05
EDL 0510 School Leadership	16	3.66	EDL 0510 School Leadership	67	3.82
EDL 0525 Prsnl Sel And Dev	18	4.12	EDL 0525 Prsnl Sel And Dev	69	3.93
EDL 0530 Org Mgmt Of Schs	12	2.75	EDL 0530 Org Mgmt Of Schs	65	3.70
EDL 0550 Electronic Tools for Ed Ldrs	11	2.52	EDL 0550 Electronic Tools for Ed Ldrs	38	2.16
EDL 8441 Leadership & Change	12	2.75	EDL 8441 Leadership & Change	28	1.59
EDL 8481 Leadership Appraisal	15	3.43	EDL 8481 Leadership Appraisal	29	1.65

**Table 2.D2**

**Graduate-Level Fall Term 2004 Grades and Courses: Tampa, Florida v. Campus-Based Counterpart Courses**

<b>Tampa, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Tampa, Florida (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
EDU 0601 Professional Seminar I	11	2.52	EDU 0601 Professional Seminar I	126	7.18
EDU 5000 Orientation to Grad			EDU 5000 Orientation to Grad		
Tchr Ed Pr	25	5.72	Tchr Ed Pr	221	12.59
EL 0600 Sem In Knwldg Base Of			EL 0600 Sem In Knwldg Base Of		
El	16	3.66	El	34	1.94
GMP 5012 Twenty-One Century			GMP 5012 Twenty-One Century		
Mgmt Prac	16	3.66	Mgmt Prac	120	6.83
GMP 5015 Legal, Ethical, & Soc			GMP 5015 Legal, Ethical, & Soc		
Val Bus	14	3.20	Val Bus	65	3.70
GMP 5050 Economic Thinking	11	2.52	GMP 5050 Economic Thinking	49	2.79
GMP 5060 Acct For Decision			GMP 5060 Acct For Decision		
Makers	13	2.97	Makers	71	4.04
GMP 5090 Entrep&Strat Thinking	11	2.52	GMP 5090 Entrep&Strat Thinking	66	3.76
GMP 5095 Operations&Systems			GMP 5095 Operations&Systems		
Mngmt	11	2.52	Mngmt	35	1.99
LDR 8510 Leadership to Shape			LDR 8510 Leadership to Shape		
Future	19	4.35	Future	32	1.82
PSY 0582 Human Sexuality	10	2.29	PSY 0582 Human Sexuality	61	3.47
PSY 0586 Child/Adol Psych/Tx	10	2.29	PSY 0586 Child/Adol Psych/Tx	56	3.19
PSY 0631 Career & Lifestyle			PSY 0631 Career & Lifestyle		
Assessment	19	4.35	Assessment	37	2.11
PSY 0632 Soc/Cult			PSY 0632 Soc/Cult		
Foundation/Coun	11	2.52	Foundation/Coun	37	2.11
PSY 0680 Counseling Practicum I	10	2.29	PSY 0680 Counseling Practicum I	45	2.56
Total	437	100.00	Total	1756	100.00

**Table 2.E1**

**Graduate-Level Fall Term 2004 Grades and Courses: West Palm Beach, Florida v. Campus-Based Counterpart Courses**

<b>West Palm Beach, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in West Palm Beach, Florida (Graduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	425	48.57	A	1023	51.72
A-	17	1.94	A-	108	5.46
B+	27	3.09	B+	153	7.74
B	87	9.94	B	172	8.70
B-	1	0.11	B-	13	0.66
C	9	1.03	C+	3	0.15
F	7	0.80	C	27	1.37
I	5	0.57	F	23	1.16
P	279	31.89	I	3	0.15
W	18	2.06	P	433	21.89
Total	875	100.00	W	20	1.01
			Total	1978	100.00
A, B, C, Pass	845	96.57	A, B, C, Pass	1932	97.67
All Other Grades	30	3.43	All Other Grades	46	2.33
Total	875	100.00	Total	1978	100.00

Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in West Palm Beach, Florida, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 2.85, calculated  $p \leq 0.10$ ).

**Table 2.E1**

**Graduate-Level Fall Term 2004 Grades and Courses: West Palm Beach, Florida v. Campus-Based Counterpart Courses**

<b>West Palm Beach, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in West Palm Beach, Florida (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
CUR 0526 Educ Research for Practitions	135	15.43	CUR 0526 Educ Research for Practitions	169	8.54
EDL 0500 Com & Super Ed Lead Role	19	2.17	EDL 0500 Com & Super Ed Lead Role	56	2.83
EDL 0505 Edu Budgtn And Fin	18	2.06	EDL 0505 Edu Budgtn And Fin	36	1.82
EDL 0510 School Leadership	14	1.60	EDL 0510 School Leadership	67	3.39
EDL 0525 Prsnl Sel And Dev	21	2.40	EDL 0525 Prsnl Sel And Dev	69	3.49
EDL 0530 Org Mgmt Of Schs	11	1.26	EDL 0530 Org Mgmt Of Schs	65	3.29
EDL 0550 Electronic Tools for Ed Ldrs	11	1.26	EDL 0550 Electronic Tools for Ed Ldrs	38	1.92
EDL 8441 Leadership & Change	23	2.63	EDL 8441 Leadership & Change	28	1.42
EDU 0601 Professional Seminar I	160	18.29	EDU 0601 Professional Seminar I	126	6.37
EDU 0602 Professional Seminar II	30	3.43	EDU 0602 Professional Seminar II	62	3.13
EDU 5000 Orientation to Grad Tchr Ed Pr	84	9.60	EDU 5000 Orientation to Grad Tchr Ed Pr	221	11.17
EL 0600 Sem In Knwldg Base Of El	15	1.71	EL 0600 Sem In Knwldg Base Of El	34	1.72
ELE 0503 Rdg. in Elem. Class.	12	1.37	ELE 0503 Rdg. in Elem. Class.	11	0.56
GMP 5012 Twenty-One Century Mgmt Prac	17	1.94	GMP 5012 Twenty-One Century Mgmt Prac	120	6.07
GMP 5030 Managing Human Resources	11	1.26	GMP 5030 Managing Human Resources	63	3.19

**Table 2.E1**

**Graduate-Level Fall Term 2004 Grades and Courses: West Palm Beach, Florida v. Campus-Based Counterpart Courses**

<b>West Palm Beach, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in West Palm Beach, Florida (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
GMP 5040 Quantitative Thinking	16	1.83	GMP 5040 Quantitative Thinking	124	6.27
GMP 5060 Acct For Decision Makers	11	1.26	GMP 5060 Acct For Decision Makers	71	3.59
GMP 5070 Managerial Marketing	11	1.26	GMP 5070 Managerial Marketing	65	3.29
GMP 5090 Entrep&Strat Thinking	13	1.49	GMP 5090 Entrep&Strat Thinking	66	3.34
GMP 5095 Operations&Systems Mngmt	13	1.49	GMP 5095 Operations&Systems Mngmt	35	1.77
ITDE8012 Mngng & Eval Instr Tec & D Ed	13	1.49	ITDE8012 Mngng & Eval Instr Tec & D Ed	62	3.13
PSY 0512 Hum Dvlpmnt & Lrng	16	1.83	PSY 0512 Hum Dvlpmnt & Lrng	48	2.43
PSY 0586 Child/Adol Psych/Tx	11	1.26	PSY 0586 Child/Adol Psych/Tx	56	2.83
PSY 0680 Counseling Practicum I	13	1.49	PSY 0680 Counseling Practicum I	45	2.28
RED 0500 Tech. of Corr.& Remed. Reading	37	4.23	RED 0500 Tech. of Corr.& Remed. Reading	23	1.16
RED 0554 Assessment in Reading	32	3.66	RED 0554 Assessment in Reading	32	1.62
RED 0565 Tchg Lang Arts Sec School	30	3.43	RED 0565 Tchg Lang Arts Sec School	36	1.82
RED 0570 The Reading Process	14	1.60	RED 0570 The Reading Process	46	2.33
RED 0575 Contemp Found of Reading	12	1.37	RED 0575 Contemp Found of Reading	35	1.77
RED 0580 Educ Measurement	11	1.26	RED 0580 Educ Measurement	35	1.77

**Table 2.E1**

**Graduate-Level Fall Term 2004 Grades and Courses: West Palm Beach, Florida v. Campus-Based Counterpart Courses**

<b>West Palm Beach, Florida (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in West Palm Beach, Florida (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
RED 0585 Reading in the Content Area	41	4.69	RED 0585 Reading in the Content Area	34	1.72
Total	875	100.00	Total	1978	100.00



**Table 2.E2**

**Professional-Level Fall Term 2004 Grades and Courses: West Palm Beach, Florida v. Campus-Based Counterpart Courses**

<b>West Palm Beach, Florida (Professional-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in West Palm Beach, Florida (Professional-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
100	26	2.84	100	87	3.50
99	5	0.55	99	34	1.37
98	9	0.98	98	60	2.41
97	11	1.20	97	54	2.17
96	24	2.62	96	70	2.81
95	19	2.07	95	74	2.97
94	23	2.51	94	97	3.90
93	16	1.75	93	92	3.70
92	28	3.06	92	90	3.62
91	26	2.84	91	75	3.01
90	25	2.73	90	113	4.54
89	18	1.97	89	88	3.54
88	33	3.60	88	120	4.82
87	34	3.71	87	96	3.86
86	37	4.04	86	103	4.14
85	35	3.82	85	92	3.70
84	22	2.40	84	93	3.74
83	50	5.46	83	83	3.33
82	38	4.15	82	76	3.05
81	43	4.69	81	84	3.37

**Table 2.E2**

**Professional-Level Fall Term 2004 Grades and Courses: West Palm Beach, Florida v. Campus-Based Counterpart Courses**

<b>West Palm Beach, Florida (Professional-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in West Palm Beach, Florida (Professional-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
80	31	3.38	80	69	2.77
79	31	3.38	79	59	2.37
78	27	2.95	78	63	2.53
77	30	3.28	77	37	1.49
76	18	1.97	76	31	1.25
75	25	2.73	75	27	1.08
74	20	2.18	74	30	1.21
73	16	1.75	73	23	0.92
72	15	1.64	72	16	0.64
71	8	0.87	71	10	0.40
70	20	2.18	70	28	1.12
69	2	0.22	69	2	0.08
68	5	0.55	68	4	0.16
67	2	0.22	67	2	0.08
66	2	0.22	65	2	0.08
65	1	0.11	64	1	0.04
63	1	0.11	63	1	0.04
60	1	0.11	62	2	0.08
57	1	0.11	61	1	0.04
52	1	0.11	54	1	0.04
51	1	0.11	52	1	0.04
P	135	14.74	45	1	0.04
W	1	0.11	43	1	0.04

**Table 2.E2**

**Professional-Level Fall Term 2004 Grades and Courses: West Palm Beach, Florida v. Campus-Based Counterpart Courses**

<b>West Palm Beach, Florida (Professional-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in West Palm Beach, Florida (Professional-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
Total	916	100.00	P	396	15.91
			Total	2489	100.00
100 to 70 and Pass	898	98.03	100 to 70	2470	99.24
All Other Grades	18	1.97	All Other Grades	19	0.76
Total	916	100.00	Total	2489	100.00

Outcome: There is a statistically significant difference ( $p \leq 0.05$ ) in grades (100 to 70 and Pass v. All Other Grades) between professional-level site-based students in West Palm Beach, Florida, and professional-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 8.99, calculated  $p \leq 0.01$ ). Professional-level site-based students in West Palm Beach, Florida, had a smaller percentage of 100 to 70 and Pass grades (98.03 percent) than their professional-level campus-based counterparts (99.24).

Course	Frequency	Percent	Course	Frequency	Percent
BCH 5200 Biochemistry	51	5.57	BCH 5200 Biochemistry	117	4.70
MIC 5200 Microbiology	41	4.48	MIC 5200 Microbiology	115	4.62
PHA 4100 Pharmaceutics I	48	5.24	PHA 4100 Pharmaceutics I	115	4.62
PHA 4120 Pharmacy Calculations	48	5.24	PHA 4120 Pharmacy Calculations	120	4.82
PHA 4200 Pharmacodynamics I	48	5.24	PHA 4200 Pharmacodynamics I	115	4.62
PHA 4300 Pharm & Health Care System	48	5.24	PHA 4300 Pharm & Health Care System	139	5.58

**Table 2.E2**

**Professional-Level Fall Term 2004 Grades and Courses: West Palm Beach, Florida v. Campus-Based Counterpart Courses**

<b>West Palm Beach, Florida (Professional-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in West Palm Beach, Florida (Professional-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
PHA 4400 Dean's Hour I	47	5.13	PHA 4400 Dean's Hour I	116	4.66
PHA 4580 Early Prac Exp - Serv Learning	49	5.35	PHA 4580 Early Prac Exp - Serv Learning	141	5.66
PHA 5100 Clin. Pharmacokinetics	41	4.48	PHA 5100 Clin. Pharmacokinetics	116	4.66
PHA 5105 Overview of Consult.Pharm Prac	25	2.73	PHA 5105 Overview of Consult.Pharm Prac	45	1.81
PHA 5211 Phar Anatomy & Physiology I	50	5.46	PHA 5211 Phar Anatomy & Physiology I	117	4.70
PHA 5220 Pharmacodynamics III	39	4.26	PHA 5220 Pharmacodynamics III	114	4.58
PHA 5300 Social & Behav. Pharm	41	4.48	PHA 5300 Social & Behav. Pharm	138	5.54
PHA 5380 Pharmacy Law	40	4.37	PHA 5380 Pharmacy Law	139	5.58
PHA 5381 Ethical Issues in Pharmacy	16	1.75	PHA 5381 Ethical Issues in Pharmacy	22	0.88
PHA 5393 Medical Anthropology	18	1.97	PHA 5393 Medical Anthropology	14	0.56
PHA 5580 Early Pract Exp - Community	39	4.26	PHA 5580 Early Pract Exp - Community	139	5.58
PHA 6300 Research Design/Statistics	47	5.13	PHA 6300 Research Design/Statistics	143	5.75
PHA 6440 Pharmacy Management	44	4.80	PHA 6440 Pharmacy Management	135	5.42
PHA 6580 Early Prac Exp - Hospital	42	4.59	PHA 6580 Early Prac Exp - Hospital	121	4.86

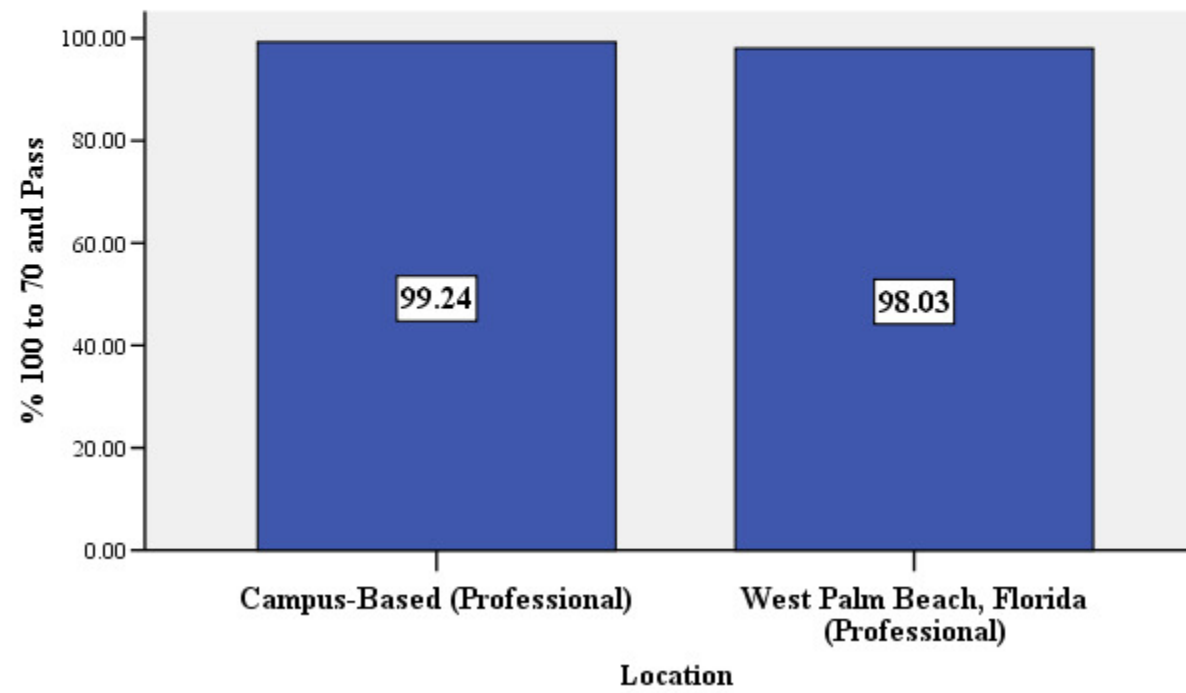
**Table 2.E2****Professional-Level Fall Term 2004 Grades and Courses: West Palm Beach, Florida v. Campus-Based Counterpart Courses**

<b>West Palm Beach, Florida (Professional-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in West Palm Beach, Florida (Professional-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
PHA 6620			PHA 6620		
Therapeutics/Pathophys II	46	5.02	Therapeutics/Pathophys II	140	5.62
PHA 6710 Patient Care Mgmt			PHA 6710 Patient Care Mgmt		
I	48	5.24	I	128	5.14
Total	916	100.00	Total	2489	100.00

**Figure 5**

**Professional-Level Fall Term 2004 Grades:**

**West Palm Beach, Florida and Campus-Based**



**Table 2.F**

**Graduate-Level Fall Term 2004 Grades and Courses: Atlanta, Georgia v. Campus-Based Counterpart Courses**

<b>Atlanta, Georgia (Graduate Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Atlanta, Georgia (Graduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	56	52.83	A	57	81.43
A-	2	1.89	A-	4	5.71
B+	18	16.98	B+	6	8.57
B	26	24.53	B	1	1.43
F	1	0.94	B-	1	1.43
I	1	0.94	AU	1	1.43
W	2	1.89	Total	70	100.00
Total	106	100.00			
A, B, C, Pass	102	96.23	A, B, C, Pass	69	98.57
All Other Grades	4	3.77	All Other Grades	1	1.43
Total	106	100.00	Total	70	100.00

Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, Pass v. All Other Grades) between graduate-level site-based students in Atlanta, Georgia, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 0.84, calculated  $p \leq 0.99$ ).

**Table 2.F****Graduate-Level Fall Term 2004 Grades and Courses: Atlanta, Georgia v. Campus-Based Counterpart Courses**

<b>Atlanta, Georgia (Graduate Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Atlanta, Georgia (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
ARO 8411 Research Design and Methods	55	51.89	ARO 8411 Research Design and Methods	29	41.43
CSA 6130 Fin Decis Making in Bus	17	16.04	CSA 6130 Fin Decis Making in Bus	13	18.57
EDL 8441 Leadership & Change	34	32.08	EDL 8441 Leadership & Change	28	40.00
Total	106	100.00	Total	70	100.00



**Table 2.G**

**Graduate-Level Fall Term 2004 Grades and Courses: Macon, Georgia v. Campus-Based Counterpart Courses**

<b>Macon, Georgia (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Macon, Georgia (Graduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	14	63.64	A	26	92.86
B+	7	31.82	B+	2	7.14
I	1	4.55	Total	28	100.00
Total	22	100.00			
A, B, C, Pass	21	95.45	A, B, C, Pass	28	100.00
All Other Grades	1	4.55	All Other Grades	0	0.00
Total	22	100.00	Total	28	100.00

Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, Pass v. All Other Grades) between graduate-level site-based students in Macon, Georgia, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 1.30, calculated  $p \leq 0.99$ ).

Course	Frequency	Percent	Course	Frequency	Percent
EDL 8441 Leadership & Change	22	100.00	EDL 8441 Leadership & Change	28	100.00

**Table 2.H1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: Las Vegas, Nevada v. Campus-Based Counterpart Courses**

<b>Las Vegas, Nevada (Undergraduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Las Vegas, Nevada (Undergraduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	12	27.91	A	39	41.94
A-	7	16.28	A-	16	17.20
B+	4	9.30	B+	9	9.68
B	3	6.98	B	14	15.05
B-	4	9.30	B-	7	7.53
C+	3	6.98	C+	2	2.15
C	3	6.98	C	1	1.08
C-	1	2.33	D	1	1.08
F	6	13.95	F	2	2.15
Total	43	100.00	I	1	1.08
			W	1	1.08
			Total	93	100.00
A, B, C, Pass	37	86.05	A, B, C, Pass	88	94.62
All Other Grades	6	13.95	All Other Grades	5	5.38
Total	43	100.00	Total	93	100.00

Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between undergraduate-level site-based students in Las Vegas, Nevada, and undergraduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 2.91, calculated  $p \leq 0.10$ ).

**Table 2.H1**

**Undergraduate-Level Fall Term 2004 Grades and Courses: Las Vegas, Nevada v. Campus-Based Counterpart Courses**

<b>Las Vegas, Nevada (Undergraduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Las Vegas, Nevada (Undergraduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
ELEM4340 Meth of Teach Lang Arts Elem	13	30.23	ELEM4340 Meth of Teach Lang Arts Elem	28	30.11
ELEM4350 Methods of Teach Math Elem Sch	15	34.88	ELEM4350 Methods of Teach Math Elem Sch	35	37.63
ELEM4530 Integ Art, Music & Health Educ	15	34.88	ELEM4530 Integ Art, Music & Health Educ	30	32.26
Total	43	100.00	Total	93	100.00

**Table 2.H2**

**Graduate-Level Fall Term 2004 Grades and Courses: Las Vegas, Nevada v. Campus-Based Counterpart Courses**

<b>Las Vegas, Nevada (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Las Vegas, Nevada (Graduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	207	67.21	A	278	39.21
B+	9	2.92	B+	15	2.12
B	6	1.95	B	56	7.90
I	2	0.65	C	2	0.28
P	83	26.95	F	10	1.41
W	1	0.32	I	2	0.28
Total	308	100.00	P	339	47.81
			W	7	0.99
			Total	709	100.00
A, B, C, Pass	305	99.03	A, B, C, Pass	690	97.32
All Other Grades	3	0.97	All Other Grades	19	2.68
Total	308	100.00	Total	709	100.00

Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, and Pass v. All Other Grades) between graduate-level site-based students in Las Vegas, Nevada, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 2.95, calculated  $p \leq 0.10$ ).

**Table 2.H2****Graduate-Level Fall Term 2004 Grades and Courses: Las Vegas, Nevada v. Campus-Based Counterpart Courses**

<b>Las Vegas, Nevada (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Las Vegas, Nevada (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
ARO 8411 Research Design and Methods	30	9.74	ARO 8411 Research Design and Methods	29	4.09
CUR 0526 Educ Research for Practitions	83	26.95	CUR 0526 Educ Research for Practitions	169	23.84
EDL 0505 Edu Budgtn And Fin	30	9.74	EDL 0505 Edu Budgtn And Fin	36	5.08
EDL 0530 Org Mgmt Of Schs	34	11.04	EDL 0530 Org Mgmt Of Schs	65	9.17
EDL 8481 Leadership Appraisal	30	9.74	EDL 8481 Leadership Appraisal	29	4.09
EDU 0601 Professional Seminar I	10	3.25	EDU 0601 Professional Seminar I	126	17.77
EDU 5000 Orientation to Grad Tchr Ed Pr	73	23.70	EDU 5000 Orientation to Grad Tchr Ed Pr	221	31.17
ESE 0620 Behav Mngmt of Except Students	10	3.25	ESE 0620 Behav Mngmt of Except Students	16	2.26
ESE 0640 Trans Skills & Srvc for Except	8	2.60	ESE 0640 Trans Skills & Srvc for Except	18	2.54
Total	308	100.00	Total	709	100.00

**Table 2.I**

**Graduate-Level Fall Term 2004 Grades and Courses: Bucks County, Pennsylvania v. Campus-Based Counterpart Courses**

<b>Bucks County, Pennsylvania (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Bucks County, Pennsylvania (Graduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	89	71.20	A	67	77.91
B+	29	23.20	B+	2	2.33
B	3	2.40	B	17	19.77
F	1	0.80	Total	86	100.00
I	3	2.40			
Total	125	100.00			
A, B, C, Pass	121	96.80	A, B, C, Pass	86	100.00
All Other Grades	4	3.20	All Other Grades	0	0.00
Total	125	100.00	Total	86	100.00

Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, Pass v. All Other Grades) between graduate-level site-based students in Bucks County, Pennsylvania, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 2.81, calculated  $p \leq 0.10$ ).

Course	Frequency	Percent	Course	Frequency	Percent
ARO 8411 Research Design and Methods	38	30.40	ARO 8411 Research Design and Methods	29	33.72
EDL 8441 Leadership & Change	49	39.20	EDL 8441 Leadership & Change	28	32.56

**Table 2.I**

**Graduate-Level Fall Term 2004 Grades and Courses: Bucks County, Pennsylvania v. Campus-Based Counterpart Courses**

<b>Bucks County, Pennsylvania (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Bucks County, Pennsylvania (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
EDL 8481 Leadership Appraisal	38	30.40	EDL 8481 Leadership Appraisal	29	33.72
Total	125	100.00	Total	86	100.00

**Table 2.J**

**Professional-Level Fall Term 2004 Grades and Courses: Ponce, Puerto Rico v. Campus-Based Counterpart Courses**

<b>Ponce, Puerto Rico (Professional-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Ponce, Puerto Rico (Professional-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
100	10	1.92	100	84	3.65
99	6	1.15	99	32	1.39
98	2	0.38	98	50	2.17
97	8	1.54	97	47	2.04
96	10	1.92	96	65	2.82
95	9	1.73	95	68	2.95
94	7	1.34	94	94	4.08
93	13	2.50	93	89	3.86
92	9	1.73	92	87	3.78
91	7	1.34	91	72	3.13
90	13	2.50	90	113	4.91
89	8	1.54	89	88	3.82
88	19	3.65	88	120	5.21
87	18	3.45	87	96	4.17
86	24	4.61	86	103	4.47
85	17	3.26	85	92	3.99
84	17	3.26	84	93	4.04
83	24	4.61	83	83	3.60
82	24	4.61	82	76	3.30
81	18	3.45	81	84	3.65
80	30	5.76	80	69	3.00



**Table 2.J**

**Professional-Level Fall Term 2004 Grades and Courses: Ponce, Puerto Rico v. Campus-Based Counterpart Courses**

<b>Ponce, Puerto Rico (Professional-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Ponce, Puerto Rico (Professional-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
79	13	2.50	79	59	2.56
78	18	3.45	78	63	2.74
77	17	3.26	77	37	1.61
76	16	3.07	76	31	1.35
75	9	1.73	75	27	1.17
74	6	1.15	74	30	1.30
73	13	2.50	73	23	1.00
72	14	2.69	72	16	0.69
71	3	0.58	71	10	0.43
70	25	4.80	70	28	1.22
69	4	0.77	69	2	0.09
68	4	0.77	68	4	0.17
67	6	1.15	67	2	0.09
66	4	0.77	65	2	0.09
65	1	0.19	64	1	0.04
64	2	0.38	63	1	0.04
63	1	0.19	62	2	0.09
62	2	0.38	61	1	0.04
61	2	0.38	54	1	0.04
60	3	0.58	52	1	0.04
58	1	0.19	45	1	0.04
57	1	0.19	43	1	0.04
55	1	0.19	P	255	11.07

Table 2.J

**Professional-Level Fall Term 2004 Grades and Courses: Ponce, Puerto Rico v. Campus-Based Counterpart Courses**

<b>Ponce, Puerto Rico (Professional-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Ponce, Puerto Rico (Professional-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
54	1	0.19	Total	2303	100.00
52	1	0.19			
50	1	0.19			
44	1	0.19			
P	54	10.36			
W	4	0.77			
Total	521	100.00			
100 to 70 and Pass	481	92.32	100 to 70 and Pass	2284	99.17
All Other Grades	40	7.68	All Other Grades	19	0.83
Total	521	100.00	Total	2303	100.00

Outcome: There is a statistically significant difference ( $p \leq 0.05$ ) in grades (100 to 70 and Pass v. All Other Grades) between professional-level site-based students in Ponce, Puerto Rico, and professional-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 97.53, calculated  $p \leq 0.01$ ). Professional-level site-based students in Ponce, Puerto Rico, had a smaller percentage of 100 to 70 and Pass grades (92.32 percent) than their professional-level campus-based counterparts (99.17 percent).

Course	Frequency	Percent	Course	Frequency	Percent
BCH 5200 Biochemistry	28	5.37	BCH 5200 Biochemistry	117	5.08
MIC 5200 Microbiology	31	5.95	MIC 5200 Microbiology	115	4.99
PHA 4100 Pharmaceutics I	27	5.18	PHA 4100 Pharmaceutics I	115	4.99

Table 2.J

## Professional-Level Fall Term 2004 Grades and Courses: Ponce, Puerto Rico v. Campus-Based Counterpart Courses

Ponce, Puerto Rico (Professional-Level)			Campus-Based Counterpart to Courses Taught in Ponce, Puerto Rico (Professional-Level)		
Course	Frequency	Percent	Course	Frequency	Percent
PHA 4120 Pharmacy Calculations	29	5.57	PHA 4120 Pharmacy Calculations	120	5.21
PHA 4200 Pharmacodynamics I	27	5.18	PHA 4200 Pharmacodynamics I	115	4.99
PHA 4300 Pharm & Health Care System	27	5.18	PHA 4300 Pharm & Health Care System	139	6.04
PHA 4400 Dean's Hour I	26	4.99	PHA 4400 Dean's Hour I	116	5.04
PHA 5100 Clin. Pharmacokinetics	33	6.33	PHA 5100 Clin. Pharmacokinetics	116	5.04
PHA 5211 Phar Anatomy & Physiology I	26	4.99	PHA 5211 Phar Anatomy & Physiology I	117	5.08
PHA 5220 Pharmacodynamics III	32	6.14	PHA 5220 Pharmacodynamics III	114	4.95
PHA 5300 Social & Behav. Pharm	29	5.57	PHA 5300 Social & Behav. Pharm	138	5.99
PHA 5380 Pharmacy Law	29	5.57	PHA 5380 Pharmacy Law	139	6.04
PHA 5381 Ethical Issues in Pharmacy	10	1.92	PHA 5381 Ethical Issues in Pharmacy	22	0.96
PHA 5393 Medical Anthropology	10	1.92	PHA 5393 Medical Anthropology	14	0.61
PHA 5580 Early Pract Exp - Community	28	5.37	PHA 5580 Early Pract Exp - Community	139	6.04
PHA 6300 Research Design/Statistics	27	5.18	PHA 6300 Research Design/Statistics	143	6.21
PHA 6440 Pharmacy Management	26	4.99	PHA 6440 Pharmacy Management	135	5.86

**Table 2.J**

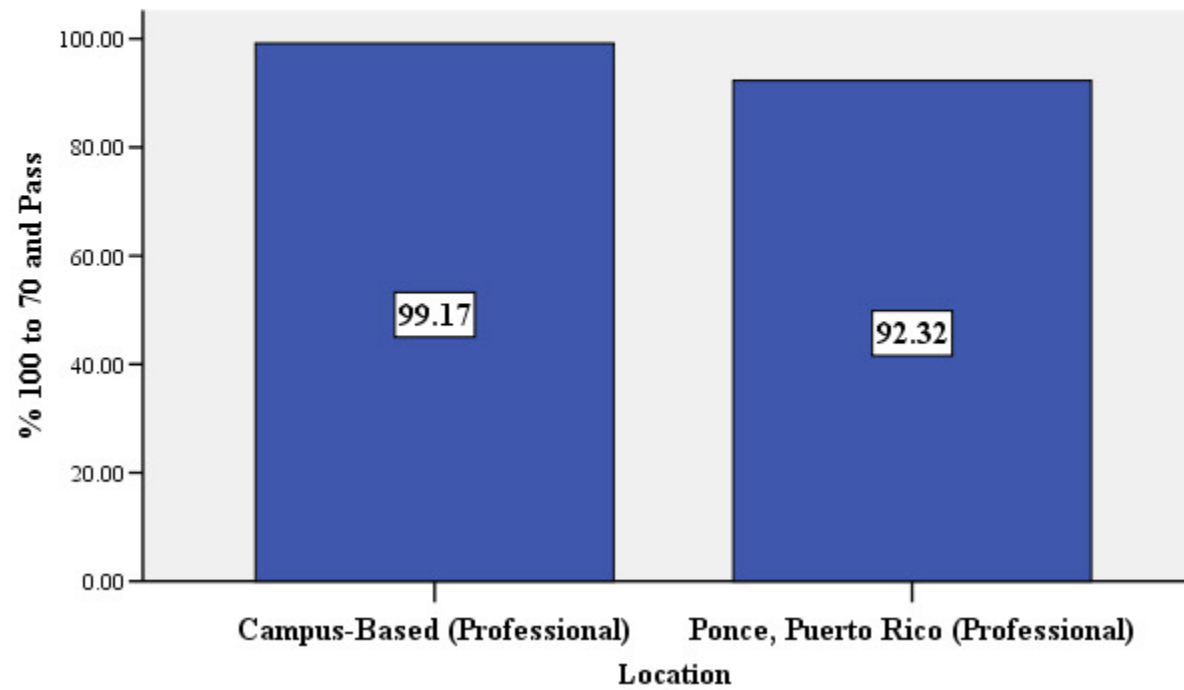
**Professional-Level Fall Term 2004 Grades and Courses: Ponce, Puerto Rico v. Campus-Based Counterpart Courses**

<b>Ponce, Puerto Rico (Professional-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Ponce, Puerto Rico (Professional-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
PHA 6580 Early Prac Exp - Hospital	22	4.22	PHA 6580 Early Prac Exp - Hospital	121	5.25
PHA 6620 Therapeutics/Pathophys II	27	5.18	PHA 6620 Therapeutics/Pathophys II	140	6.08
PHA 6710 Patient Care Mgmt I	27	5.18	PHA 6710 Patient Care Mgmt I	128	5.56
Total	521	100.00	Total	2303	100.00

**Figure 6.A**

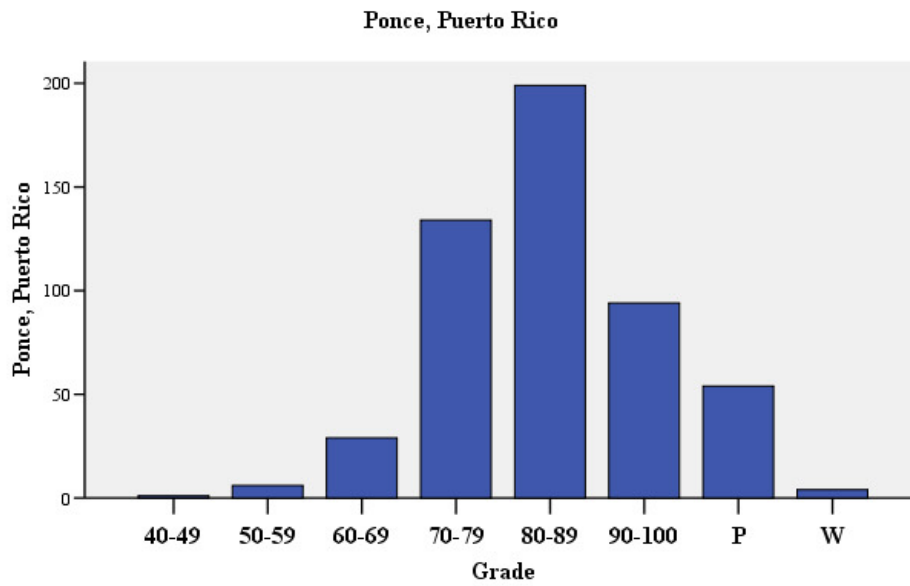
**Professional-Level Fall Term 2004 Grades:**

**Ponce, Puerto Rico and Campus-Based**

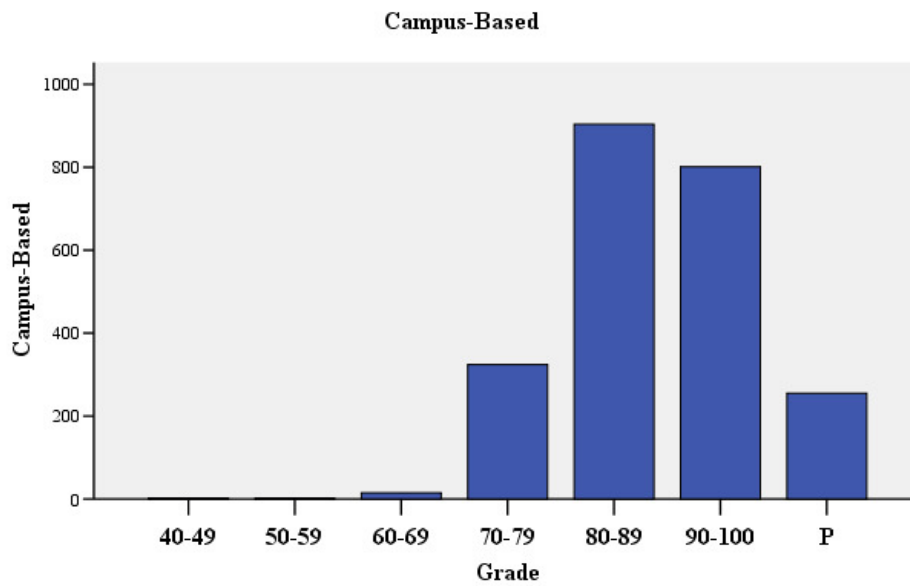


**Table 6.B**

**Bar Chart of Professional-Level Fall Term 2004 Grades:**



**Bar Chart of Professional-Level Fall Term 2004 Grades:**



**Table 2.K**

**Graduate-Level Fall Term 2004 Grades and Courses: Danville, Virginia v. Campus-Based Counterpart Courses**

<b>Danville, Virginia (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Danville, Virginia (Graduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	15	88.24	A	26	92.86
I	2	11.76	B+	2	7.14
Total	17	100.00	Total	28	100.00
A, B, C, Pass	15	88.24	A, B, C, Pass	28	100.00
All Other Grades	2	11.76	All Other Grades	0	0.00
Total	17	100.00	Total	28	100.00

Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, Pass v. All Other Grades) between graduate-level site-based students in Danville, Virginia, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 3.45, calculated  $p \leq 0.10$ ).

Course	Frequency	Percent	Course	Frequency	Percent
EDL 8441 Leadership & Change	17	100.00	EDL 8441 Leadership & Change	28	100.00

**Table 2.L**

**Graduate-Level Fall Term 2004 Grades and Courses: Potomac, Virginia v. Campus-Based Counterpart Courses**

<b>Potomac, Virginia (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Potomac, Virginia (Graduate-Level)</b>		
Course Grade	Frequency	Percent	Course Grade	Frequency	Percent
A	10	38.46	A	14	46.67
A-	2	7.69	A-	4	13.33
B+	5	19.23	B+	7	23.33
B	7	26.92	B	5	16.67
B-	1	3.85	Total	30	100.00
F	1	3.85			
Total	26	100.00			
A, B, C, Pass	25	96.15	A, B, C, Pass	30	100.00
All Other Grades	1	3.85	All Other Grades	0	0.00
Total	26	100.00	Total	30	100.00

Outcome: There is no statistically significant difference ( $p \leq 0.05$ ) in grades (A, B, C, Pass v. All Other Grades) between graduate-level site-based students in Potomac, Virginia, and graduate-level campus-based students who were enrolled in common courses offered at both locations during Fall Term 2004 ( $df = 1$ , Chi-square = 1.17, calculated  $p \leq 0.99$ ).



**Table 2.L**

**Graduate-Level Fall Term 2004 Grades and Courses: Potomac, Virginia v. Campus-Based Counterpart Courses**

<b>Potomac, Virginia (Graduate-Level)</b>			<b>Campus-Based Counterpart to Courses Taught in Potomac, Virginia (Graduate-Level)</b>		
Course	Frequency	Percent	Course	Frequency	Percent
CSA 6050 Operations Management	11	42.31	CSA 6050 Operations Management	14	46.67
LDR 8520 Creat & Lead Intentional Org	15	57.69	LDR 8520 Creat & Lead Intentional Org	16	53.33
Total	26	100.00	Total	30	100.00